

DOCUMENT RESUME

ED 443 283

FL 026 321

AUTHOR Mirel, Jeffrey E.; Hughes, Michael A.; Strickland, W. Jay
TITLE Evaluation Report: SALSA Educational Programming.
INSTITUTION Emory Univ., Atlanta, GA. Div. of Educational Studies.
SPONS AGENCY Georgia Public Broadcasting, Atlanta. PeachStar Education Services.
PUB DATE 1998-08-00
NOTE 105p.
PUB TYPE Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Audiovisual Instruction; Bilingual Education Programs; Elementary Education; Elementary School Students; English (Second Language); Language Minorities; Multicultural Education; Questionnaires; Second Language Instruction; Second Language Learning; *Self Esteem; *Spanish Speaking; *Videotape Recordings

ABSTRACT

SALSA is a 30-episode video series for early elementary school children produced by Georgia Public Broadcasting. It is intended to do three things: (1) introduce non-Spanish speaking children to the Spanish language and Hispanic cultures; (2) promote appreciation for the Spanish language and Hispanic cultures; and (3) promote cultural pride and self-esteem among Hispanic children. Each 15-minute episode is introduced in English, and the remainder is presented in Spanish. The show uses puppets in each episode who present traditional children's stories as humorous three-act plays. This report aims to evaluate, using quantitative and qualitative data, how effective SALSA has been in regards to its three goals and in generating viewer interest, promoting cultural appreciation, and facilitating Spanish language acquisition. It was found that viewers very much enjoyed SALSA videos, and educators rated it superior to other educational videos aimed for early elementary students. Voluntary viewing of SALSA at home was high, especially among young children. SALSA does promote a positive cultural appreciation of Hispanic people and cultures, and Hispanic children gained in self-esteem. Finally, SALSA was found not only to help non-Spanish speaking children learn some Spanish, but it also helped Spanish speaking children learn English. Numerous tables present extensive quantitative data. Survey instruments and questionnaires are included in the seven appendices. (KFT)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISTRIBUTE THIS MATERIAL HAS
BEEN GRANTED BY
J. Smith

THIS EDUCATIONAL RESOURCE IS
NOT INTENDED TO BE USED IN
CLASSROOMS

Evaluation Report: SALSA Educational Programming

August 1998

Conducted by the Division of Educational Studies, Emory University,
for PeachStar Education Services—A Division of Georgia Public Broadcasting

Evaluation Team

Jeffrey E. Mirel, Ph.D., Principal Investigator, Emory University
Michael A. Hughes, Ph.D., Project Director, Georgia Southern University
W. Jay Strickland, Ph.D., Co-Project Director, Georgia Southern University

For additional information about SALSA or this evaluation, contact:
PeachStar Education Services-A Division of Georgia Public Broadcasting
260 14th Street, N.W.
Atlanta, GA 30318
(800) 222-6006, ext. 2554

Evaluation Report: SALSA Educational Programming

CONTENTS

List of Tables	iv
List of Appendices	v
Executive Summary	1
Background	5
Evaluation Design	6
Evaluation Team	6
Evaluation Questions	6
Data Collection Strategies	7
Instruments	15
Data Analysis	16
Viewer Enjoyment	17
Voluntary Viewing	32
Cultural Appreciation	37
Foreign Language Acquisition	44
Summary of Findings	52

LIST OF TABLES

Table 1.	SALSA Evaluation Questions.....	6
Table 2.	Data Collection Settings and Strategies	7
Table 3.	Educator and Student Interviews	10
Table 4.	Terms Used in Tables 5 and 6.	11
Table 5.	After-School Program Site Observations	12
Table 6.	After-School Program Child-Observations.....	13
Table 7.	Evaluation Questions and Instruments	15
Table 8.	Viewer Enjoyment Findings	18
Table 9.	Second Educator Questionnaire: Viewer Enjoyment	20
Table 10.	Second Educator Questionnaire: Gender Differences in Viewer Enjoyment ..	21
Table 11.	Effect of After-School Program Staff Members' Behavior on Childrens' Response to SALSA	23
Table 12.	After-School Program Staff Interviews: Viewer Enjoyment	26
Table 13.	Second Educator Questionnaire: Appealing Aspects of SALSA	30
Table 14.	Home Viewer Response: Unappealing Aspects of SALSA	30
Table 15.	Second Educator Questionnaire: Unappealing Aspects of SALSA	31
Table 16.	Home Viewer Response: Unappealing Aspects of SALSA	31
Table 17.	Voluntary Viewing Findings.....	32
Table 18.	Percent of Children Voluntarily Watching SALSA in After-School Programs	33
Table 19.	Home Viewing Rates: Definitions and Findings	34
Table 20.	Cultural Appreciation Findings.....	37
Table 21.	Foreign Language Acquisition Findings.....	44

LIST OF APPENDICES

APPENDIX A. Data Collection Instruments—Schools	55
A-1. PeachStar Educator Questionnaire	56
A-2. Second Educator Questionnaire	57
A-3. Educator Interview Schedule	60
A-4. Informed Consent Letter (Schools).....	61
A-5. Informed Consent Form (Schools)	62
A-6. Student Group Interview Schedule	63
APPENDIX B. Data Collection Instruments—After-School Programs	65
B-1. Informed Consent Letter (After-School Programs)	66
B-2. Informed Consent Form (After-School Programs)	67
B-3. After-School Program Site Observation Protocols	68
B-4. After-School Program Staff Member Interview Schedule	69
B-5. After-School Program Child Group Interview Schedule	70
APPENDIX C. Data Collection Instruments—Home Viewing.....	71
C-1. Informed Consent Letter (Home Viewers)	72
C-2. Informed Consent Form (Home Viewers)	73
C-3. Home Viewer Daily Checklist	74
C-4. Home Viewer Summary Questionnaire	77
APPENDIX D. Findings—PeachStar Educator Questionnaire	79
D-1. PeachStar Educator Questionnaire Quotations	80
D-2. PeachStar Educator Questionnaire Statistical Tables	84
APPENDIX E. Findings—Second Educator Questionnaire	87
E-1. Second Educator Questionnaire Quotations	88
E-2. Second Educator Questionnaire Statistical Tables	94
APPENDIX F. Findings—After-School Program Observations: Statistical Tables ..	103
APPENDIX G. Findings—Home Viewing	109
G-1. Home Viewer Profiles	110
G-2. Home Viewer Daily Checklist Statistical Tables	140
G-3. Home Viewer Summary Questionnaire Statistical Tables	142

EXECUTIVE SUMMARY

Background

SALSA, a video series for children, is produced by PeachStar Education Services, a Division of Georgia Public Broadcasting. SALSA is intended to (1) introduce non-Spanish-speaking children to the Spanish language and Hispanic cultures, (2) promote appreciation for the Spanish language and Hispanic cultures among non-Hispanic children, and (3) promote self-esteem and cultural pride among Hispanic children.

Each 15-minute episode is introduced in English, and the remainder is presented in Spanish. The show uses puppets who present traditional children's stories—such as "The Three Bears"—as humorous three-act-plays within each episode. Field segments and animation separate the three acts, and core Spanish vocabulary link each segment within the episode.

Evaluation Goals

PeachStar contracted with the Division of Educational Studies at Emory University to evaluate the effectiveness of SALSA in regards to generating viewer interest, promoting cultural appreciation, and facilitating Spanish-language acquisition

Data Collection

Qualitative and quantitative data were collected from children and staff at rural and urban elementary schools and after-school programs and from home viewers. School data were collected through (1) a previously administered PeachStar educator questionnaire, (2) a second educator questionnaire developed by the Emory University evaluation team, (3) teacher interviews, and (4) student group interviews. After-school program data were collected through (1) site observations, (2) staff member interviews, and (3) child group

interviews. Home viewers provided data by completing (1) daily checklists and (2) summary questionnaires.

Data Analysis

Qualitative data were analyzed using content analysis techniques, and quantitative data were analyzed using SPSS (Statistical Package for the Social Sciences) software.

Findings

Viewer Enjoyment

Each data collection method addressed the extent to which children enjoyed SALSA and were attentive while watching SALSA. Findings related to viewer enjoyment of SALSA and engagement while watching SALSA are summarized below.

- (1) Enjoyment of SALSA was high across school, after-school program, and home settings. Pre-kindergarten through 1st-grade children exhibited a very positive response to SALSA. Second-grade children had a mixed response to SALSA, and 3rd-grade and older students felt that SALSA was not "appropriate" for their age group.
- (2) Children considered the following characteristics of SALSA appealing: (a) the opportunity to learn Spanish, (b) the characters on the show, (c) the use of familiar stories, (d) the show's variety format, (e) the use of humor, and (f) the use of repetition.
- (3) The majority of children found "nothing" unappealing about SALSA.
- (4) Educators reported that SALSA was superior to other educational video programs designed for early elementary students.

Voluntary Viewing

Viewing rates and statements of interest were used to assess the likelihood children will watch SALSA on television at home. Video viewing rates were calculated for children in after-school programs and home settings. Statements of interest were collected for children in schools and after-school programs and home viewers. Findings related to voluntary viewing include the following.

- (1) The rate of voluntary viewing in after-school programs was modest. However, this may be an underestimate of voluntary home viewing because alternate activities and peer influence may have deterred children from watching SALSA in after-school program settings.
- (2) Rates of voluntary viewing among home viewers was high, exceeding the criteria of success established by the evaluators.
- (3) Children and educators suggested that "younger children" were more likely than older children to watch and be interested in SALSA as a regular television show.

Cultural Appreciation

Data relating to cultural appreciation were collected from educator questionnaires and interviews, student interviews, and home viewer daily checklists and questionnaires. Findings related to cultural appreciation include the following.

- (1) SALSA portrayed Hispanic people and cultures positively.
- (2) Non-Hispanic children gained appreciation of and respect for Hispanic people and cultures from watching SALSA.
- (3) Hispanic children gained self-esteem and cultural pride from watching SALSA.
- (4) SALSA promoted interaction between non-Hispanic and Hispanic children.

Foreign Language Acquisition

Although the evaluation focused specifically on the acquisition of Spanish as a foreign language, educators reported that SALSA also helped Spanish-speaking children learn English. Findings related to foreign language acquisition include the following.

- (1) SALSA helped children with limited Spanish-language skills acquire core Spanish vocabulary.
- (2) SALSA reinforced the skills of children who had an existing knowledge of Spanish.
- (3) Children used Spanish vocabulary they learned from SALSA in other contexts.
- (4) SALSA helped Spanish-speaking children learn English.
- (5) SALSA exposed teachers to core Spanish words and phrases.

Additional Information

For additional information about SALSA or this evaluation, contact: PeachStar Education Services—A Division of Georgia Public Broadcasting, 260 14th Street, N.W., Atlanta, Georgia 30318, telephone: (800) 222-6006, ext. 2554.

BACKGROUND

SALSA, a 30-episode video series for children, is produced by PeachStar Education Services, a Division of Georgia Public Broadcasting. Presented primarily in Spanish, the program was developed by national leaders in Spanish language education, foreign language instructional supervision, early childhood education, and television production to benefit both Spanish-speaking and non-Spanish-speaking children. SALSA is intended to (1) introduce non-Spanish-speaking children to the Spanish language and Hispanic cultures, (2) promote appreciation for the Spanish language and Hispanic cultures among non-Hispanic children, and (3) promote self-esteem and cultural pride among Hispanic children. Additional episodes will become available January, 1999.

Each 15-minute episode is introduced in English, and the remainder is presented in Spanish. During each episode, SALSA puppets stage their own three-act play based on a traditional story—such as “The Three Bears,” “Little Red Riding Hood,” and “The Three Billy Goats Gruff”—with animation and field segments separating each act. The use of traditional stories is intended to provide a familiar context for non-Spanish-speaking children. Humorous and unexpected “twists” in the plot are intended to engage the attention of both Spanish- and non-Spanish-speaking children. Although based on a variety format, each episode focuses on two or three core Spanish words that link each of the segments of the show.

EVALUATION DESIGN

Evaluation Team

During the early Spring of 1998, PeachStar contracted with the Division of Educational Studies at Emory University to evaluate the effectiveness of SALSA in regards to generating viewer interest, promoting cultural appreciation, and facilitating Spanish-language acquisition. The Emory University evaluation team consisted of Jeffrey E. Mirel, Ph.D., (Principal Investigator); Michael A. Hughes, Ph.D., (Project Director); and W. Jay Strickland, Ph.D., (Co-Project Director). Dr. Mirel is a Professor of Education and Chair of the Division of Educational Studies at Emory University. Dr. Hughes, a contract evaluator, is also an Assistant Professor of Education in the Department of Curriculum, Foundations, and Research at Georgia Southern University. Dr. Strickland is an Associate Professor of Sociology and Director of the Center for Rural Health and Research at Georgia Southern University. The evaluation design was approved by the Emory University Internal Review Board, and prescribed protocols for obtaining informed consent were followed. The questions that structured the evaluation are presented in Table 1.

Evaluation Questions

Table 1. SALSA Evaluation Questions

Viewer Enjoyment: To what extent do children enjoy watching SALSA?

Voluntary Viewing: To what extent do children voluntarily watch SALSA?

Cultural Appreciation: To what extent does SALSA promote cultural appreciation? This includes: (1) non-Hispanic children's appreciation and respect for Hispanic people and (2) Hispanic children's self-esteem and cultural pride.

Foreign Language Acquisition: To what extent does watching SALSA enhance non-Spanish-speaking children's interest in learning Spanish and increase their understanding of Spanish words and phrases?

Data Collection Strategies

Both qualitative and quantitative data were collected between March, 1998 and June, 1998 from children and staff associated with rural and urban elementary schools and after-school programs and from home viewers. The collection of data by a team of researchers from multiple settings, sites, and sources—called “methodological triangulation”—is an important strategy for enhancing the validity and usefulness of evaluation findings. Site observations and interviews were conducted by trained researchers affiliated with Emory University and Georgia Southern University. Whenever possible, data were collected from both rural and urban parts of Georgia.

A description of the three major data collection settings and the data collection strategies associated with each is described in Table 2.

Table 2. Data Collection Settings and Strategies

Schools	
•	PeachStar Educator Questionnaires
•	Second Educator Questionnaires
•	Educator Interviews
•	Student Interviews
After-School Programs	
•	After-School Program Observations
•	After-School Staff Interviews
•	After-School Child Interviews
Home Viewing	
•	Home Viewer Daily Checklist
•	Home Viewer Summary Questionnaires

School Settings

School data were collected through (1) a previously administered PeachStar educator questionnaire, (2) a second educator questionnaire developed by the Emory University evaluation team, (3) in-depth teacher interviews, and (4) in-depth student group interviews.

(1) PeachStar Educator Questionnaires

In early Spring, 1998, a Curriculum Consultant for PeachStar developed and mailed a questionnaire to educators who had previously requested SALSA curriculum guides from PeachStar. Recipients included classroom teachers, media specialists, and foreign language education coordinators in Georgia who described the experiences of individual classes, grades, or schools. PeachStar received a total of 114 completed questionnaires that described the experiences of 4,124 students. The majority of the questionnaires (89%) were completed by classroom teachers who reported on a single class or multiple classes of the same grade.

Two-thirds of the questionnaires described the experiences of kindergarten students. The remainder reported on the experiences of pre-kindergarten students (8%), 1st-grade students (4%), 2nd-grade students (6%), 3rd-grade students (3%), 4th-grade students (3%), and more than one grade (11%). Of the 4,124 students described by the questionnaires, 266 were in pre-kindergarten, 2219 in kindergarten or 1st-grade, and 341 in 2nd- through 4th-grades. The grade-level of the remaining 1298 students could not be determined because 11% of the questionnaires reported on more than one grade.

A copy of the PeachStar educator questionnaire is presented in Appendix A-1. Quotations and statistical findings from the PeachStar educator questionnaires are presented in Appendices D-1 and D-2, respectively.

(2) Second Educator Questionnaires

In late Spring, 1998, a second educator questionnaire was developed by the Emory University evaluation team and mailed to educators who had previously requested SALSA

curriculum guides from PeachStar. Questionnaires were completed by classroom teachers, media specialists, and foreign language education coordinators who reported on the experiences of individual classes, grades, or schools. A total of 159 completed questionnaires that described the experiences of 7,257 students, including 466 Hispanic children, were received and analyzed for this report. Quotations and statistical findings from the second educator questionnaires are presented in Appendices E-1 and E-2, respectively.

Almost three-fifths (59%) of the questionnaires described the experiences of kindergarten students. The remainder reported on the experiences of pre-kindergarten students (11%); 1st-grade students (10%); 2nd-grade students (6%); 3rd-grade students (3%); 4th- through 8th-grade students (1%, respectively), and more than one grade (8%). Of the 7,257 students described by the questionnaires, 395 of the students were in pre-kindergarten; 2775 were in kindergarten or 1st-grade; 341 were in 2nd- or 3rd-grade, and 212 were in 4th- through 8th-grades. The grade-level of the remaining 3512 students could not be determined because 8% of the questionnaires reported on more than one grade. A copy of the second educator questionnaire is presented in Appendix A-2.

(3) Educator Interviews

The second educator questionnaire asked educators whether they were willing to be interviewed about their students' experiences viewing SALSA. Fifty-five educators stated they were willing to be interviewed, and 88 stated they were not. The evaluation team selected three schools with differing ethnic composition from which more than one educator was willing to be interviewed. A total of nine educators participated in individual, in-depth, semi-structured interviews during the last two weeks of the academic year. The characteristics of those educators are presented in Table 3, and a copy of the educator interview schedule is included in Appendix A-3.

Table 3. Educator and Student Interviews

Educator Interviewed	Grade	School	County	School Ethnicity	Students Interviewed
Teacher	K	Bryant Elem.	Cobb	Mixed	7
Teacher	K	Peachtree Elem.	Gwinnett	Mostly white	6
Teacher	K	Peachtree Elem.	Gwinnett	Mostly white	6
Teacher	K	Peachtree Elem.	Gwinnett	Mostly white	6
Teacher	K	Peachtree Elem.	Gwinnett	Mostly white	6
Teacher	K	Marbut Elem.	DeKalb	Mostly black	2
Teacher	1 st	Marbut Elem.	DeKalb	Mostly black	4
Specialist	K-3	Marbut Elem.	DeKalb	Mostly black	2 (5 th -grade)
Specialist	3-5	Marbut Elem.	DeKalb	Mostly black	

(4) Student Group Interviews

In-depth, semi-structured interviews were conducted with eight groups of elementary students. Those students attended the three schools selected for the educator interviews and had watched SALSA during the academic year. The characteristics of those students are presented in Table 3, and a copy of the student interview schedule is included in Appendix A-6. The Project Director also observed a class of students at one school while they viewed an episode of SALSA.

After-School Programs

Ten after-school programs in rural and urban Georgia were recruited to show SALSA videos. Evaluation data were collected through (1) site observations, (2) in-depth staff member interviews, and (3) in-depth child group interviews. Nine of the programs were administered by the Decatur City Recreation Department, and the tenth program was administered by the Statesboro-Bulloch County Parks and Recreation Department. Eight of the Decatur programs and the Bulloch County program were housed in local elementary schools. The remaining Decatur program was housed in a local recreation center.

(1) Site Observations

Each after-school program was given a video tape with six 15-minute SALSA episodes, and staff members were asked to show one episode per day, three days a week, for two weeks. In after-school programs where children had a choice of activities, staff members were asked to strongly encourage children to watch SALSA the first day it was shown.

Between two and four observations were conducted at each site, resulting in a total of 33 site observations. Observations began five minutes before SALSA was shown and concluded five minutes after the program concluded. Table 5 identifies the after-school programs that participated in the SALSA evaluation. A copy of the after-school program site observation protocol is presented in Appendix B-3. Statistical findings from the after-school program site observations are presented in Appendix F.

Table 4. Terms Used in Tables 5 and 6

Site Observations: Number of times a researcher observes a group of children at an after-school program watching SALSA.

Child-Observations: Number of children present during sum total of site observations. When a researcher observes the same group of children on more than one occasion, each child is counted each time he or she is present. For example, when a research watches the same group of five children watching SALSA on three different occasions, he or she is reporting on fifteen child-observations.

not have a positive experience with SALSA may have been less likely to request these materials and would not have been represented.

Table 8. Viewer Enjoyment Findings

- (1) Enjoyment of SALSA was high across school, after-school program, and home settings.
 - (a) Pre-kindergarten through 1st-grade children exhibited a very positive response to SALSA.
 - (b) Second-grade and older children had a mixed response to SALSA, with some children reporting they liked SALSA and others reporting they were not interested in SALSA.
- (2) Children found the following characteristics of SALSA particularly *appealing*: (a) the opportunity to learn Spanish; (b) the characters in the show, especially Salsa; (c) the use of familiar stories; (d) the show's variety format, including specific media, graphics, and audio effects; (e) the use of humor, and (f) the use of repetition.
- (3) Most respondents stated the majority of children found "nothing" *unappealing* about SALSA. However, the following characteristics were mentioned as unappealing by a few respondents each: (a) limited use of English, (b) absence of Spanish subtitles, and (c) repetition of counting and recitation of colors. Older children tended to feel that the program was not appropriate for their age group.
- (4) Educators reported that SALSA was superior to other educational video programs designed for early elementary students.

- (1) **Enjoyment of SALSA was high across school, after-school program, and home settings.**

PeachStar Educator Questionnaires

All of the pre-kindergarten, kindergarten through 1st-grade teachers, and 2nd- through 3rd-grade teachers responded "yes" to the question, "Do your students enjoy the video

lessons so far?" (see Appendix D-2). Educator comments included the following: "They love SALSA!" (pre-kindergarten teacher); "I am thrilled with the excitement and enthusiasm of the children as they watch SALSA" (kindergarten teacher); "My students love the SALSA program" (2nd-grade teacher); "It holds the attention of my students" (2nd-grade teacher), and "The students enjoy the videos" (3rd-grade teacher). Respondents did not provide any negative comments related to their students' enjoyment of and engagement while watching SALSA.

Second Educator Questionnaires

The extent to which students communicated they liked SALSA and appeared to like SALSA was consistently high (see Appendix E-2). Boys in the 4th- through 8th-grades were less likely to react positively and say they liked SALSA than were girls in their grades or younger students, but 100% of the educators reported that 75%-100% of their boys appeared to enjoy SALSA.

Responses to closed-ended items indicated that the level of engagement was fairly high and consistent across grades. However, older children paid greater attention to SALSA and needed less supervision during the show than did younger children. In addition, older children were less likely to say Spanish words out loud in response to the video than were younger children.

The questionnaire invited respondents to provide written comments about their students' enjoyment of and engagement while watching SALSA (see Appendix E-1). The primary theme reflected in written comments was that the format of the program—frequently referred to as "like Sesame Street"—grabbed and kept their students' attention. Overall, 18 of the 161 respondents provided written comments addressing their students' enjoyment of SALSA, and 19 provided comments about their students' engagement while watching SALSA.

Table 9. Second Educator Questionnaires: Viewer Enjoyment

- In 86% of the classes, 75%-100% of the male students reacted positively when it was time to watch SALSA.

In 90% of the classes, 75%-100% of the female students reacted positively when it was time to watch SALSA.

- In 83% of the classes, 75%-100% of the male students said they like watching SALSA.
In 87% of the classes, 75%-100% of the female students said they liked watching SALSA.

- In 87% of the classes, 75%-100% of the male students and 75%-100% of the female students appeared to enjoy watching SALSA.

- In 88% of the classes, 75%-100% of the male students paid attention to SALSA when it was shown.

In 90% of the classes, 75%-100% of the female students paid attention to SALSA when it was shown.

- In 70% of the classes, 0%-25% of the male students needed to be closely supervised when SALSA was shown.

In 71% of the classes, 0%-25% of the female students needed to be closely supervised when SALSA was shown. In addition, girls were more likely than boys to react positively when it was time to watch SALSA, say they liked SALSA, and pay attention to SALSA.

- In 75% of the classes, 75%-100% of the male students said Spanish words or phrases when SALSA was shown.

In 77% of the classes, 75%-100% of the female students said Spanish words or phrases when SALSA was shown.

Table 10. Second Educator Questionnaires: Gender Differences in Viewer Enjoyment

- Female students were significantly *more likely* than male students to react positively when it was time to watch SALSA.
- Female students were significantly *more likely* than male students to say they liked SALSA.
- Female and male students were *similarly likely* to appear to like SALSA.
- Female students were significantly *more likely* than male students to pay attention to SALSA when it was shown.
- Female and male students were *similarly likely* to need supervision when SALSA was shown.
- Female and male students were *similarly likely* to say Spanish words or phrases when SALSA was shown.

One kindergarten teacher wrote the following:

In my opinion, SALSA was a success and presented in such an interesting, captivating format that I wish [my students] could always learn that way! . . .

The graphics (especially the SALSA creature/salamander) were interesting and constantly kept the student's attention.

Other comments from pre-kindergarten through 1st-grade teachers illustrated that their students enjoyed SALSA.

- "My children enjoyed the show very much" (pre-kindergarten teacher).
- "The humorous take-offs on the traditional fairy tales delighted my students" (pre-kindergarten teacher).
- "My students really enjoyed it. They want to watch it daily" (kindergarten teacher).

- "My students enjoyed it. They always asked, 'When's SALSA?'" (1st-grade teacher).

Comments provided by 2nd-grade and higher teachers that addressed student enjoyment of and engagement while watching SALSA included the following.

- "The children were excited to watch the program each week. . . . What began as a unit of study turned into a year-long adventure" (1st/2nd-grade teacher).
- "We really enjoyed SALSA in our class" (2nd-grade teacher).
- "My 5th-grade students felt the characters were too babyish. But I explained it was meant for 1st-graders and that I wanted them to pay attention to the language. After that they were fine" (5th-grade teacher).
- "My 8th-grade students liked it for a change of pace" (8th-grade teacher).

One negative comment was received. That teacher wrote, "The 5th-grade boys thought it was too young" (5th-grade teacher).

Evidence that the students were engaged while watching SALSA was provided by the following educator comments:

- "They enjoyed the variety of little presentations within the story-line. Because their attention span is short, this change of pace keeps them attentive" (pre-kindergarten teacher).
- "They seemed to enjoy the way the show was formatted, and the use of animated puppets kept their attention effectively" (kindergarten teacher).
- "They watched so intently that they could say words I couldn't remember" (kindergarten teacher).
- "They would imitate words the characters said in the characters' voices" (kindergarten teacher).
- "Changing scenes every couple of minutes keeps students' attention" (kindergarten/1st-grade teacher).

After-School Program Observations

During almost half of the observations, classes tended to respond positively when staff members announced it was time to watch SALSA, and in 44% of the observations, classes tended to react neutrally (see Appendix F). These figures include observations when classes had not previously watched SALSA and did not know what to expect. Overall, 61% of the classes tended to be very attentive when SALSA was being shown, and 32% exhibited moderate attentiveness. Responses at the end of an episode appear to be split. Overall, 45% of the classes tended to react positively to SALSA at the conclusion of an episode, and 55% of the classes responded neutrally. None of the classes responded negatively.

The staff members' attitudes and behavior did not impact viewing rates, the staff's attitudes and behavior influenced the children's response to SALSA as shown in Table 11.

Table 11. Effects of After-School Program Staff Member's Behavior on Children's Response to SALSA

- The more positive staff members were when announcing SALSA was being shown,
 - The more positively children reacted to this announcement,
 - The more attentive children were during the show, and
 - The more positive the children's reaction to SALSA at the conclusion of the show.
- The more directive staff members were when announcing SALSA was being shown,
 - The more positively the children reacted to the announcement, and
 - The more attentive children were during the show.
- The more positive the staff member's attitude toward SALSA appeared,
 - The more positively the children reacted to the announcement, and
 - The more attentive children were during the show.
- The more attentive staff members were to SALSA during the show,
 - The more attentive children were during the show, and
 - The more positive the children's reaction to SALSA at the conclusion of the show.

they did not consider it a problem that the format and story lines were intended primarily for younger children. The boys reported that their class was attentive during SALSA, "always asking questions about what this meant, what that meant."

After-School Staff Interviews

Table 12. After -School Program Staff Interviews: *Viewer Enjoyment*

- Pre-kindergarten and kindergarten children enjoyed and were engaged when watching SALSA.
- Many 1st-graders enjoyed and were engaged when watching SALSA.
- Some 2nd-graders enjoyed and were engaged when watching SALSA.
- Many 3rd-graders were not enthusiastic when watching SALSA.
- The one group of 4th-graders and 5th-graders who were interviewed enjoyed SALSA.

Staff observations concerning children in pre-kindergarten and kindergarten included the following.

- "They loved the show."
- "They loved the characters, and they loved learning a new language."
- "Everyday, they asked to watch it."
- "The younger children enjoyed the story-line. They sat, and they watched, and they laughed."
- "My children weren't up moving around. It was impressive. They were very attentive."

The staff member at one 1st- through 3rd-grade program said her children "were really not interested; they watched only because they had to." That staff member added that there was one boy in her group who "seemed interested." At a second program, the staff member described her older children as "distracted, less in tune than the younger kids" when they

watched SALSA. A third staff member reported that the number of children watching SALSA dropped over time. She stated, "A lot of the kids thought it was for babies, like 2- or 3-year-olds." At a fourth program, the staff member reported that her older children saw SALSA as a "baby show." That, she said, "was mainly due to the characters." The staff member at a kindergarten through 3rd-grade program reported that her 3rd-graders found SALSA boring.

The staff member at a rural program for kindergarten through 2nd-grade children said that her children enjoyed SALSA so much that she "disciplined" children who misbehaved by not allowing them to watch it. A boy who was told he could not watch SALSA requested, "Please let me watch SALSA! I will stand by the wall for the rest of the afternoon, but please let me watch SALSA!" The staff member at the 4th- and 5th-grade program said that children who watched SALSA seemed to enjoy it. "They laughed a lot; they were having a good time," she said.

After-School Program Child Interviews

The pre-kindergarten and kindergarten children and the one group of 4th- to 5th-grade children interviewed at after-school programs said they enjoyed watching SALSA. However, the reaction to SALSA among 1st- through 3rd-grade children was mixed.

The pre-kindergarten and kindergarten children at the urban programs were eager to describe favorite episodes, incidents, and characters from the video series. The kindergarten through 2nd-grade children enrolled in a rural program also said they enjoyed watching SALSA. By way of illustration, responses to the question, "Did you like SALSA?" elicited the responses "I loved it!" and "Me, too!" from children in one group.

The two girls in a group of four 1st- through 3rd-graders indicated they enjoyed SALSA. One of the boys in that group, who did not want to watch SALSA at the after-school program, said he would likely enjoy watching it at home where it was quiet. At a kindergarten through 3rd-grade program, the older children described SALSA as boring.

One student said, "You listen, and you don't understand the words, and it gets kinda boring, and you lay down and daydream until it is over." Another of the older children in that group said, "The Spanish was interesting, but the puppetry gets kind of boring for the older kids." A third student protested, "It wasn't boring—I liked the stories." Another child found the stories funny.

Although some 1st- through 3rd-grade children said that SALSA was babyish, the 4th- and 5th-grade children who were interviewed enjoyed that aspect of the show. One of the older children suggested that 2nd- and 3rd-graders were likely to think their peers would consider it "not cool" to watch the show, but 4th- and 5th-graders were old enough to "handle it." One 11-year-old girl suggested that children older than eleven were unlikely to watch SALSA because of "boy-girl stuff." She further explained that although older girls might like the show, older boys probably would not.

Home Viewer Daily Checklist

Overall, home viewers reported they enjoyed watching SALSA (see Appendix G-2). On 72% of the viewing days children enjoyed watching SALSA "very much"; 11% of the days "moderately," and 18% of the days "a little." For none of those days did home viewers report that they did not like SALSA "at all." The attentiveness of home viewers was high. On 71% of the viewing days, children watched SALSA from start to finish, and on 24% of the viewing days children watched in parts, starting and stopping the VCR. On only 4% of the viewing days did children do other things while watching SALSA in the background.

Home Viewer Summary Questionnaires

Respondents were asked, "How much did you like watching SALSA?" with possible responses ranging from 1 ("not at all") to 5 ("very much"). Overall, 63% of the home viewers stated they liked SALSA "very much," and 21% selected 4. None of the home viewers selected a 1, indicating they did not like SALSA "at all" (see Appendix G-3).

- (2) **Children found the following characteristics of SALSA particularly appealing and (3) unappealing.**

Systematic information about what children found appealing and unappealing about SALSA were collected through the second educator questionnaire and home viewer summary questionnaire. Relative to the second educator questionnaire, 146 of the 159 respondents responded to the item, "Was there anything your students found particularly appealing about SALSA? Please describe.," and 91 responded to the item, "Was there anything your students found particularly unappealing about SALSA? Please describe." Responses to these items are presented in Tables 13 and 15, respectively.

Responses to three items in the home viewer summary questionnaire were also used to examine what children found appealing and unappealing about SALSA. Those items were, "What did you like about SALSA?," "What did you dislike about SALSA?," and "Why do you think SALSA did or did not hold your child's attention?" Aspects that "held [a] child's attention" were considered appealing characteristics, and aspects that "did not hold [a] child's attention" were considered unappealing characteristics. Appealing and unappealing characteristics identified by home viewers are presented in Tables 14 and 16, respectively.

Table 13. Second Educator Questionnaire: Appealing Aspects of SALSA

Appealing Characteristic	Frequency
Characters, general or specific—Specific characters were mentioned 18 times, including SALSA (15 times), El Lobo (2 times), and Goldilocks (1 time)	48
Puppets	45
Familiar stories	44
Field segments	25
Variety format—fast-paced, short segments, variety of media	17
Specific episodes, segments, incidents	12
Humor	12
Repetition and word review	12
Graphics—including use of color, illustrations, special effects	11
Invitation to repeat words	10
Music and songs	9
Animated segments	5
Opportunity to learn Spanish	5
Explanations in English	3
"Everything"	3

Table 14. Home Viewer Response: Appealing Aspects of SALSA

Appealing Characteristic	Frequency
Characters, general or specific	14
"Figuring out"/learning Spanish	12
Specific episodes, segments, incidents	11
Sounds, including characters' voices and laugh	5
Variety format—fast-paced, short segments, variety of media	4
Puppets	4
Graphics—including use of color, illustrations, special effects	3
Humor	3
Repetition and word review	3
"Everything"	1
Familiar stories	1
Field segments	1

Table 15. Second Educator Questionnaire: Unappealing Aspects of SALSA

Unappealing Characteristic	Frequency
"Nothing"	66
Not enough English	14
Too much repetition within or between episodes	5
Format or content not age-appropriate for viewers	8
Dialog too fast or not enough time for students to respond	5
Noise—general noise level, characters' voices/laugh	5
Episodes too short	2
Specific episodes, segments, or incidents	2
Not enough action	1
Puppets	1

Table 16. Home Viewer Response: Unappealing Aspects of SALSA

Unappealing Characteristic	Frequency
"Nothing"	14
Characters—too "babyish"	4
Too much repetition within or between episodes	3
Spanish vocabulary not presented in written form	2
Specific episodes, segments, or incidents	1
Spanish not understandable	1

(4) Educators reported that SALSA was superior to other educational video programs designed for early elementary students.

Second Educator Questionnaires

A secondary theme that appeared in written comments was that educators considered SALSA superior to other video programs for early elementary students. Respondents provided the following comments (see Appendix E-1).

- "This was an experiment for me as I generally feel that most videos are not developmentally appropriate for pre-K. This series was a pleasant surprise, and I plan to continue with it in the 1998-1999 school year" (pre-kindergarten teacher).
- "It's much better than what we've seen in the past" (1st-grade teacher).

VOLUNTARY VIEWING

Two indicators—including viewing rates and statements of interest—were used to assess the likelihood children will voluntarily watch SALSA on television at home. Video viewing rates were calculated for children in after-school programs and home settings. Statements of interest were collected through the second educator questionnaires, interviews with children in after-school programs, and home viewer summary questionnaires.

Table 17. Voluntary Viewing Findings

- (1) The rate of voluntary viewing among children in after-school programs was modest. However, this may be an underestimate of voluntary home viewing because alternate activities and peer influence may have deterred children from watching SALSA in this setting.
- (2) Rates of voluntary viewing among home viewers were high, exceeding the criteria of success established by the evaluators.
- (3) Children and educators suggested that "younger children" were more likely than older children to watch and be interested in SALSA as a regular television show.

- (1) **The rate of voluntary viewing among children in after-school programs was modest.**

After-School Program Observations

Staff members at ten after-school programs were asked to show one episode of SALSA per day, three days a week for two weeks, strongly encourage children to watch the first day, and allow children to choose whether or not to watch SALSA on subsequent days. Seven of those ten programs required that children watch SALSA every time it was shown, and only three programs provided a choice of activities. The three programs providing a choice

of activities and the ten observations conducted at those programs provided the basis for after-school program voluntary viewing rates.

Across the ten observed sessions, a low of 0% of the children and a high of 74% of the children opted to watch SALSA. On average, 28% of the children chose to watch SALSA (standard deviation = 27%) (see Appendix F). In addition, a low of 0% of the boys and 0% of the girls and a high of 68% of the boys and 100% of the girls opted to watch SALSA for specific observations. On average, 23% of the boys and 31% of the girls chose to watch SALSA (standard deviations = 25% and 36%, respectively) during those sessions. Girls were more likely to watch SALSA than were boys at a probability level of .06. Table 18 shows the frequency with which children chose to watch SALSA in after-school programs.

Table 18. Percent of Children Voluntarily Watching SALSA in After-School Programs

Percent Watching SALSA	Boys		Girls		All	
	n	%	n	%	n	%
0 percent	4	40%	2	20%	1	10%
1-25 percent	2	20%	5	50%	5	50%
26-50 percent	4	40%	2	20%	2	20%
51-75 percent	0	0%	1	10%	2	20%
76-100 percent	0	0%	1	10%	0	0%

Within after-school programs, younger children were more likely to watch SALSA than were older children, but ethnic differences were not observed. In addition, staff member attitudes and behaviors did not impact viewing rates within after-school programs that provided a choice of activities. However, the rate of voluntary viewing for after-school programs may provide an underestimate of voluntary home viewing for two reasons. First, the alternate activities provided by the program may be attractive. Because these activities may not be available at home, they may not distract children from watching SALSA in a

home setting. Second, peer influence may have deterred children from watching educational programming or programming based on a Sesame Street format in this setting.

Home Viewer Daily Check Lists

Twenty-seven children participated in the evaluation as home viewers, and daily checklists of viewing habits were received from 21 of those participants. With 21 home viewers participating in the evaluation for fourteen days, there were 294 potential "viewing days." Overall, home viewers watched SALSA on 155 (53%) of these potential viewing days for various periods of time (see Appendix G-2). A description of five types of viewing rates for home viewers are presented in Table 19. For gross, possible, and invitational home viewing rates, the criteria of success for voluntary viewing was set at 70% by the evaluators. This means that the rate of voluntary viewing would be considered high if, on average, home viewers watched the equivalent of one 15-minute episode per day for at least 70% of the 14 days they were asked to watch SALSA.

Table 19. Home Viewing Rates: Definitions and Findings

Home Viewing Rate	Definition	Behavior	Conclusion
Gross Home Viewing Rate	Percent based on the total number of episodes watched by all home viewers out of total number of episodes if each home viewer watched one episode per day. Each 15-minute viewing period was considered the equivalent of one episode.	Over 2 weeks, the 21 home viewers would have watched a total of 294 episodes totaling 4410 minutes if each child watched one episode per day. Over this period, the 21 home viewers watched the equivalent of 296 episodes.	On average, each home viewer watched the equivalent of 1.0 episode of SALSA per day, for a viewing rate of 100%. This exceeds the criteria of 70% for success relative to voluntary viewing.
Possible Home Viewing Rate	Percent based on the total number of episodes watched by all home viewers out of total number of episodes if each home viewer watched one episode per day each day it was possible for them to watch SALSA. Each 15-minute viewing period was considered the equivalent of one episode.	Out of 294 potential viewing days, it was not possible for home viewers to watch SALSA a total of 79 days due to being away from home, structured activities, or TV/VCR not available. Out of the 235 possible viewing days, home viewers watched the equivalent of 296 episodes.	On average, each home viewer watched the equivalent of 1.3 episodes of SALSA per day, for a viewing rate of 130%. This exceeds the criteria of 70% for success relative to voluntary viewing.

Home Viewing Rate	Definition	Behavior	Conclusion
Invitational Home Viewing Rate	Percent based on number of days home viewers watched SALSA after being invited to watch the show out of total number of days child was invited to watch SALSA.	Over 2 weeks, parents extended a total of 123 invitations to watch SALSA, and, in 106 cases, the invitation resulted in the child watching the show.	In 86% of the cases, home viewers watched SALSA on days they were invited to do so by a parent. This exceeds the criteria for success relative to voluntary viewing.
Non-Invitational Home Viewing Rate	Percent based on number of days home viewers watched SALSA without an invitation out of total numbers of days home viewers did not receive an invitation to watch SALSA.	Over 2 weeks, parents did not extend an invitation to watch SALSA 112 days, but home viewers watched SALSA 43 of these days on their own initiative.	In 39% of the cases, home viewers watched SALSA on days they did not receive an invitation to do so. This response strongly supports the trend that children voluntarily chose to watch SALSA.
Incidental Home Viewing Rate	Percent based on number of times additional children joined the home viewers out of the total number of viewing days for all home viewers.	Siblings who were not officially part of the SALSA evaluation joined home viewers in watching SALSA 99 out of 193 viewings.	In all, 64% of the times home viewers watched SALSA, they were joined by siblings who were not official participants in the evaluation.

Statements of Interest

- (2) Rates of voluntary viewing among home viewers was high, exceeding the criteria of success established by the evaluators.
- (3) Children and educators suggested that "younger children" were more likely than older children to watch and be interested in SALSA as a regular television show.

Second Educator Questionnaires

Over four-fifths (84%) of the respondents agreed or strongly agreed that, "Overall, I would say that my students would enjoy watching SALSA as a regular television show" (see Appendix E-2). However, the frequency with which respondents selected the response "strongly agree" declined from 59% to 45% and 36% for pre-kindergarten, kindergarten through 1st-grade, and 2nd- through 3rd-grade teachers, respectively. Teachers of 4th- through 8th-grade students were the least confident their students would enjoy watching SALSA as a regular television show. Sixty percent of 4th- through 8th-grade teachers agreed that their "students would enjoy watching SALSA as a regular television show," but 20% disagreed, and 20% were neutral.

Another teacher reflected that watching SALSA helped her realize her Hispanic students who were learning English probably understood more English than she had previously thought. She based that conclusion on the fact that she was able to understand much of the Spanish on SALSA even though she could speak very little Spanish. She said, SALSA "made me better understand the process they're going through to learn English. They understand it before they can talk it. We can talk to them more than we thought."

(5) SALSA exposed teachers to core Spanish words and phrases.

Second Educator Questionnaires

Several teachers reported that watching SALSA improved their own knowledge of Spanish and ability to teach Spanish in the classroom (see Appendix E-1). Their comments included the following.

- "I also learned a lot of Spanish" (pre-kindergarten teacher).
- "I, myself, learned a lot from SALSA. I have no Spanish background. This helped me, too" (kindergarten teacher).
- "I have never had any experience with the Spanish language. This has thoroughly been a learning experience for me and was greatly enjoyed" (1st-grade teacher).

Home Viewer Summary Questionnaires

Although the summary questionnaire did not ask about language acquisition specifically, a total of twelve parents noted they would be pleased if their children watched SALSA on television because it reinforced the Spanish their children had already learned. Their comments included, "It would be good reinforcement of the Spanish he was learning in school," and he like recognizing Spanish words he knew," among others. One mother said that her son had studied Spanish in the primary grades but would not have another

opportunity until high school. She considered SALSA an effective way of maintaining her son's interest in Spanish until that time.

SUMMARY OF FINDINGS

Viewer Enjoyment

- (1) Enjoyment of SALSA was high across school, after-school program, and home settings (pp. 17-28).
 - (a) Pre-kindergarten through 1st-grade children exhibited a very positive response to SALSA.
 - (b) Second-grade and older children had a mixed response to SALSA, with some children reporting they liked SALSA and others reporting they were not interested in SALSA.
- (2) Children found the following characteristics of SALSA particularly appealing:
 - (a) the opportunity to learn Spanish; (b) the characters appearing on the show, especially Salsa; (c) the use of familiar stories; (d) the show's variety format, including specific media, graphics, and audio effects; (e) the use of humor, and (f) the use of repetition (pp. 29-31).
- (3) The majority of children found "nothing" unappealing about SALSA. However, the following characteristics were mentioned as unappealing by a few respondents each: (a) limited use of English; (b) absence of Spanish subtitles, and (c) repetition of counting and recitation of colors (pp. 29-31). Older children tended to feel that the program was not appropriate for their age group.
- (4) Educators reported that SALSA was superior to other educational video programs designed for early elementary viewing students (p. 31).

Voluntary Viewing

- (1) The rate of voluntary viewing among children in after-school programs was modest. However, this may be an underestimate of voluntary home viewing

- because alternate activities and peer influence may have deterred children from watching SALSA in this setting (pp. 32-35).
- (2) Rates of voluntary viewing among home viewers were high, exceeding the criteria of success established by the evaluators (pp. 35-36).
 - (3) Children and educators suggested that "younger children" were more likely than older children to watch and be interested in SALSA as a regular television show (pp. 35-36).

Cultural Appreciation

- (1) SALSA portrayed Hispanic people and cultures positively (pp. 37-38).
- (2) Non-Hispanic children gained appreciation of and respect for Hispanic people and cultures from watching SALSA (pp. 38-39).
- (3) Hispanic children gained self-esteem and cultural pride from watching SALSA (pp. 40-41).
- (4) SALSA promoted interaction between non-Hispanic and Hispanic children (pp. 42-43).

Foreign Language Acquisition

- (1) SALSA helped children with limited Spanish-language skills acquire core Spanish vocabulary (pp. 44-46).
- (2) SALSA reinforced the skills of children with a prior knowledge of Spanish (p. 46).
- (3) Children used Spanish vocabulary they learned from SALSA in other contexts (pp. 46-49).
- (4) SALSA helped Spanish-speaking children learn English (pp. 49-50).
- (5) SALSA exposed teachers to core Spanish words and phrases (pp. 50-51).

APPENDIX A

Data Collection Instruments— Schools

- A-1. PeachStar Educator Questionnaire
- A-2. Second Educator Questionnaire
- A-3. Educator Interview Schedule
- A-4. Informed Consent Letter (Schools)
- A-5. Informed Consent Form (Schools)
- A-6. Student Group Interview Schedule

PeachStar Educator Questionnaire

School _____

School System _____

Your classroom's grade level _____

How many days per week do you use the video lessons? _____

How many students receive these lessons? _____

How many days per week do you use the suggested classroom activities? _____

How much time do you allocate each day for using either the video lessons or classroom activities? _____ minutes

Are you pleased with the video lessons so far? _____ Yes _____ No

Are you pleased with the suggested classroom activities so far? _____ Yes _____ No

Do your students enjoy the video lessons so far? _____ Yes _____ No

Do you plan to continue using the video lessons throughout the year? _____ Yes _____ No

Do you plan to continue using the suggested classroom activities throughout the year? _____ Yes _____ No

Do you find the video advance organizers (in English) helpful? _____ Yes _____ No

Please return this completed form to:

Barbara Ingram
PeachStar Education Services
Georgia Public Broadcasting
260 14th Street, NW
Atlanta, GA 30318

Please provide additional comments regarding SALSA on the back side of this form.

Second Educator Questionnaire

Georgia Public Broadcasting has asked Emory University to evaluate the effectiveness of SALSA, a Spanish-language video series, from the perspective of teachers and students. Please complete and return this questionnaire about your experience using SALSA during the 1997-98 school year.

Please provide your name and the name of your school for record keeping. Your responses will be kept entirely confidential. Teacher and school names will not be included in the report to GPB.

If you have any questions, please contact Dr. Michael A. Hughes by phone at (404) 727-6468, Ext. 3 or by e-mail at mhughes@emory.edu. You may also contact Dr. W. Jay Strickland at (912) 681-0260. Thank you.

Michael A. Hughes, Ph.D.
Project Director

Please provide the following information about your classes and students who viewed SALSA this year.
One questionnaire should be completed by each teacher at your school whose students viewed SALSA this year.

Teacher name _____	Today's date _____
School _____	Grade(s) viewing SALSA _____
Number of your students who viewed SALSA _____	How many of your students who viewed SALSA are Hispanic? _____
Date you began showing SALSA this year _____	Date you finished showing SALSA this year _____
Number times/week your students typically viewed SALSA _____	Did your students receive formal instruction in Spanish at school this year in addition to SALSA? ☐ no ☐ yes

Please describe your students' response to SALSA by circling one of the following responses for each question.
N = Almost None 1/4 1/2 3/4 A = Almost All / DK = Don't Know

1. About how many of the male students in your class. . . .
 - a. Reacted positively when it was time to watch SALSA? N 1/4 1/2 3/4 A / DK
 - b. Said they liked watching SALSA? N 1/4 1/2 3/4 A / DK
 - c. Appeared to enjoy watching SALSA? N 1/4 1/2 3/4 A / DK
 - d. Paid attention to SALSA when it was being shown? N 1/4 1/2 3/4 A / DK
 - e. Needed to be closely supervised when SALSA was being shown? N 1/4 1/2 3/4 A / DK
 - f. Said Spanish words or phrases when SALSA was being shown? N 1/4 1/2 3/4 A / DK

Please describe your students' response to SALSA by circling one of the following responses for each question.
N = Almost None 1/4 1/2 3/4 A = Almost All / DK = Don't Know

2. About how many of the female students in your class. . .

- | | | | | | | | |
|--|---|-----|-----|-----|---|---|----|
| a. Reacted positively when it was time to watch SALSA? | N | 1/4 | 1/2 | 3/4 | A | / | DK |
| b. Said they liked watching SALSA? | N | 1/4 | 1/2 | 3/4 | A | / | DK |
| c. Appeared to enjoy watching SALSA? | N | 1/4 | 1/2 | 3/4 | A | / | DK |
| d. Paid attention to SALSA when it was being shown? | N | 1/4 | 1/2 | 3/4 | A | / | DK |
| e. Needed to be closely supervised when SALSA was being shown? | N | 1/4 | 1/2 | 3/4 | A | / | DK |
| f. Said Spanish words or phrases when SALSA was being shown? | N | 1/4 | 1/2 | 3/4 | A | / | DK |

Please describe your students' response to SALSA by circling one of the following responses for each question.
N = Almost None 1/4 1/2 3/4 A = Almost All / NA = Not Applicable DK = Don't Know

3. About how many of the students in your class. . .

- | | | | | | | | |
|--|---|-----|-----|-----|---|---|----|
| a. Appeared to have a greater appreciation for Hispanic peoples and cultures since watching SALSA? | N | 1/4 | 1/2 | 3/4 | A | / | DK |
| b. Appeared more interested in learning Spanish since watching SALSA? | N | 1/4 | 1/2 | 3/4 | A | / | DK |
| c. Appeared more confident they could learn Spanish since watching SALSA? | N | 1/4 | 1/2 | 3/4 | A | / | DK |
| d. Learned the core Spanish words and phrases presented in SALSA? | N | 1/4 | 1/2 | 3/4 | A | / | DK |

Please describe your students' response to SALSA by circling one of the following responses for each question.
*SD = Strongly Disagree D = Disagree N = Neutral A = Agree SA = Strongly Agree
 NA = Not Applicable DK = Don't Know*

4. Overall, I would say that

- | | | | | | | | | |
|--|----|---|---|---|----|---|----|----|
| a. My Hispanic students liked that Spanish-language videos were shown in school. | SD | D | N | A | SA | / | NA | DK |
| b. My Hispanic students took pride in the fact that Spanish-language videos were shown in school. | SD | D | N | A | SA | / | NA | DK |
| c. The SALSA videos presented Hispanic peoples and cultures positively. | SD | D | N | A | SA | / | NA | DK |
| d. The SALSA videos encouraged my non-Hispanic students to treat my Hispanic students more positively. | SD | D | N | A | SA | / | NA | DK |
| e. I would like to use SALSA with future classes. | SD | D | N | A | SA | / | NA | DK |
| f. My students would enjoy watching SALSA as a regular television show. | SD | D | N | A | SA | / | NA | DK |

Please write in your responses to the following questions.

5. a. In your opinion, what age children would be most interested in watching SALSA as a regular television show?
- b. Was there anything your students found particularly appealing about SALSA? Please describe.
- c. Was there anything your students found particularly unappealing about SALSA? Please describe.
- d. Please provide any other comments about your experience using SALSA.

We will be conducting interviews with teachers across the state who used SALSA in their classes this year. If you would be willing to participate in a telephone or in-person interview, please provide your telephone number below.

- ☐ Yes, I would be interested in participating in an interview.
My school telephone number is _____
- ☐ No, I would not be interested in participating in an interview at this time.
-

Thank you for completing this questionnaire.

Educator Interview Schedule

1. Demographics
 - Age, ethnicity
 - Primary Spanish speakers in family
 - Spanish instruction
2. Classroom use of SALSA
 - How often, how long, time, choice
3. Student reactions when told it was time to watch SALSA
4. Student behavior during SALSA
 - Engagement
 - Talk along, use of Spanish words
5. Student enjoyment of SALSA
6. Student engagement by SALSA
7. Contribution to language acquisition
 - Use of Spanish words during SALSA and at other times.
8. Contribution to interest in/appreciation of Hispanic cultures
9. Impact on non-Hispanic students' attitude toward Hispanic students
10. Impact on Hispanic students
 - Self-esteem issues
 - Willingness to try new English words

Informed Consent Letter (School)

May 1998

Dear Parent:

SALSA is a Spanish-language program for children produced by Georgia Public Broadcasting (GPB) that has been used in your child's elementary school for the past year. GPB has contracted with Emory University to find out the extent to which 4 to 10-year-old children in school settings enjoy and benefit from watching SALSA. Emory University is therefore inviting your child to participate in a study to answer those questions.

Your child's participation in the study is entirely voluntary, and he/she can choose to withdraw at any time.

In this study, your child will be:

- Asked to take a test of Spanish-language acquisition, with that test having no effect (positive nor negative) on his/her grade or performance in school and
- Asked to participate in a group interview.

Student and school names will not be included in the written report of this study, and your child's confidentiality will be maintained at all times.

If at any time you have questions or comments about this evaluation, please do not hesitate to contact me at (404) 727-3605. If you have any questions or problems concerning the conduct of this evaluation, please contact Dr. Robert Jensen, Chair of Emory University's Arts and Science Institutional Review Board, at (404) 727-0606.

If you agree to have your child participate in this research project, please keep this cover page for your records and complete and sign the attached consent form.

Sincerely,

Dr. Jeffrey Mirel
Division of Educational Studies
Emory University
(404) 727-3605

Informed Consent Form (Schools)

My child, _____, and I agree to participate in Dr. Jeffrey Mirel's SALSA evaluation project. I have read the cover letter to this consent form and am aware of the nature and the role my child will be asked to take in the research. I further understand that my child's participation is completely voluntary and that he or she may chose to withdraw from the study at any time. I have been informed that any group in which my child may participate will be audio-taped but that the identity of my child will be kept confidential. Dr. Mirel, the Principal Investigator, has further informed me that I may contact him at (404) 727-3605 or Dr. Robert Jensen, the Chair of Emory University's Arts and Science Institutional Review Board, at (404) 727-0606 if I have any questions or concerns about the conduct of this evaluation project.

Signature of Parent or Guardian

Date

Printed Name of Parent or Guardian

Address of Parent or Guardian

Child's Full Name

Child's Date of Birth

Student Group Interview Schedule

1. Do any of you speak Spanish?
Spanish speaking family members at home?
Spanish in school?
2. Do you enjoy watching SALSA?
Why?
Likes/dislikes?
3. Do you do other things while watching SALSA?
Draw, talk to friends, read ...?
4. Did you use Spanish words and phrases
(a) when you were watching SALSA?
(b) other times when you were not watching SALSA?
Can you remember any of the words or phrases from the SALSA shows?
Do you still use any of the words or phrases from the SALSA shows?
5. Would you choose watch SALSA as a regular TV show?
6. How interested are you in learning about other people's culture and language?
Why?
Did watching SALSA change your interest in learning about other people's culture and language?
How?
7. How important is it to learn about other people's culture and language?
Why?
Did watching SALSA change your thinking about how important it is to learn about other people's culture and language?
How?
8. (To Hispanic students, if present.)
How did it make you feel to watch a Spanish language video in school.
Did watching SALSA change how your Anglo classmates treated you?
How did that make you feel?
Did hearing your teacher and classmates mispronounce Spanish words make you feel more comfortable trying to say new English words?
9. Would you like to learn to speak Spanish?
Why?
Did watching SALSA change your interest in learning Spanish?
How?
10. Do you think you would be good at learning Spanish?
Why?
Did watching SALSA change what you thought about how good you would be at learning Spanish?
Why?

APPENDIX B

Data Collection Instruments— After-School Programs

- B-1. Informed Consent Letter (After-School Programs)**
- B-2. Informed Consent Form (After-School Programs)**
- B-3. After-School Program Site Observation Protocols**
- B-4. After-School Program Staff Member Interview Schedule**
- B-5. After-School Program Child Group Interview Schedule**

Informed Consent Letter (After-School Program) May 1998

Dear Parent:

SALSA is a Spanish-language program for children produced by Georgia Public Broadcasting (GPB) that has been used in elementary schools for the past year. GPB is considering having SALSA broadcast nationally for home viewers and has asked Emory University to find out if 4 to 10-year-old children in after-school care settings will chose to watch and enjoy the program. Emory University is therefore inviting your child to participate in a study to answer those questions.

Your child's participation in the study is entirely voluntary, and he/she can choose to withdraw at any time.

In this study, your child will:

- Watch SALSA during the after-school program three afternoons a week for two weeks and
- Participate in a group interview at the conclusion of two weeks.

In addition, members of the research team will observe the after-school groups twice a weeks as the children watch SALSA during the two-week period.

Children's names will not be included in the written report of this study, and your child's confidentiality will be maintained at all times.

If at any time you have questions or comments about this evaluation, please do not hesitate to contact me at (404) 727-3605. If you have any questions or problems concerning the conduct of this evaluation please contact Dr. Robert Jensen, Chair of Emory University's Arts and Science Institutional Review Board, at (404) 727-0606.

If you agree to have your child participate in this research project, please keep this cover page for your records and complete and sign the attached consent form and return it to your child's after-care provider.

Sincerely,

Dr. Jeffrey Mirel
Division of Educational Studies
Emory University
(404) 727-3605

Informed Consent Form (After-School Program)

My child, _____, and I agree to participate in Dr. Jeffrey Mirel's SALSA evaluation project. I have read the cover letter to this consent form and am aware of the nature and the role my child will be asked to take in the research. I further understand that my child's participation is completely voluntary and that he or she may chose to withdraw from the study at any time. I have been informed that any group in which my child may participate will be audio-taped but that the identity of my child will be kept confidential. Dr. Mirel, the Principal Investigator, has further informed me that I may contact him at (404) 727-3605 or Dr. Robert Jensen, the Chair of Emory University's Arts and Science Institutional Review Board, at (404) 727-0606 if I have any questions or concerns about the conduct of this evaluation project.

Signature of Parent or Guardian

Date

Printed Name of Parent or Guardian

Address of Parent or Guardian

Child's Full Name/Child's

Date of Birth

After-School Program Site Observation Protocol

Observer _____ Date _____

Program Name _____ Grades _____

Research Questions

1. Will 4- to 10-year-old children choose to watch SALSA videos?
2. Do 4- to 10-year-old children enjoy watching SALSA?
3. Are 4- to 10-year children engaged by SALSA?

1. Demographics
2. a. What were the children doing when the staff member said it was time to watch SALSA?
b. How attentive were the children during the activity that preceded SALSA?
3. a. How did the staff member announce to the children that it was time for SALSA?
b. How directive was the staff member?
c. What did the staff member's attitude toward SALSA appear to be?
4. How did children react when told it was time to watch SALSA?
5. Were children given the choice to watch/not watch SALSA? ☐ No ☐ Yes
If yes,
 - a. What were the options? How many boys girls chose each option?
 - b. How many boys _____ girls _____ chose to watch SALSA?
 - c. How did the ethnicity of the children who chose to watch SALSA compare with those who did not choose to watch SALSA?
 - d. How did the age of the children who chose to watch SALSA compare with those who did not choose to watch SALSA?
6. What did children say/do while SALSA was being shown?
7. What did the staff member say/do while SALSA was being shown?
8. What did children say/do at the end of the SALSA show?
9. What did the staff member say/do at the end of the SALSA show?
10. Other observations relevant to the three research questions posed at the beginning of this protocol.

After-School Program Staff Member Interview Schedule

1. Demographics
 - Grade level
 - Ethnicity
 - Hispanic students
 - Approximate SES
2. How often and when did you show SALSA?
3. Did children have a choice to watch or not watch SALSA?
 - If Yes. Which children chose and which children did not choose to watch SALSA?
 - Can you offer a likely explanation for why SALSA appealed to some children but not others?
 - Did the number of children choosing to watch SALSA increase, decrease, or remain about the same over the two week period it was shown?
 - If Change. Why do you think the number of children choosing to watch SALSA changed?
4. As children watched SALSA:
 - Were they attentive or distracted?
 - Describe
 - Did they use the Spanish words from the show?
 - Describe
5. What did you see children do or hear them say that would indicate whether or not they enjoyed watching SALSA?
 - Why do you think your children liked/disliked SALSA?
 - What age children do you think will likely enjoy watching SALSA?
6. Did children ever ask to watch SALSA at times other than those you planned to show it?
 - Describe
7. Did children talk about SALSA or use any of the Spanish words from the show at times other than when SALSA was being shown?
8. If group included Hispanic children:
 - How did your Hispanic children respond to SALSA?
 - Did you see evidence that SALSA influenced the way Hispanic and non-Hispanic children related to each other?
 - Describe?
9. Is there anything else you can tell me as I try to understand the extent to which children are likely to chose to watch SALSA, whether or not they enjoy the show, and the extent to which the show holds their attention.

After-School Program Group Interview Schedule

1. Tell us about the TV shows you normally watch.
What shows?
When? How often? Where? Alone or with others?
2. Do any of you have Spanish speaking family members at home?
Speak Spanish at home?
Spanish in school?
3. Tell us about watching SALSA.
Were there other things that you could chose to do instead of watching SALSA?
What other things?
Why did you choose/not choose to watch SALSA?
How many times did you watch SALSA?
Same show more than once?

	Boys	Girls
Whites		
Blacks		
Hispanics		
Other		
Total		

4. What did you like/dislike about watching SALSA?
Changes you would make?
5. As you watched SALSA, did you say any of the Spanish words from the show?
Can you remember any of the Spanish word from the show?
Examples
6. What did you learn about Spanish speaking people from SALSA?
7. Would you watch SALSA if it becomes a regular TV show?
Why/why not?
8. What age kids do you think would enjoy SALSA?

APPENDIX C

Data Collection Instruments— Home Viewing

- C-1. Informed Consent Letter (Home Viewers)
- C-2. Informed Consent Form (Home Viewers)
- C-3. Home Viewer Daily Checklist
- C-4. Home Viewer Summary Questionnaire

Informed Consent Letter (Home Viewers)

May 1998

Dear Parent:

SALSA is a Spanish-language program for children produced by Georgia Public Broadcasting (GPB) that has been and used in elementary schools for the past year. GPB is considering broadcasting SALSA nationally in the afternoon for home viewers and has asked Emory University to find out if 4- to 10-year-olds will chose to watch and enjoy the program. Emory University is therefore asking you and your child to participate in a study to answer those question.

Your participation and you / child's participation in the study is entirely voluntary. If you decide to participate, you and your child can choose to withdraw from the study at any time.

In this study, you as parent, will be asked to:

- Attend a brief orientation meeting during a weekday evening at your child's school,
- Invite your child to watch SALSA video tapes every day for two weeks,
- Complete a daily home viewer checklist with your child that addresses the extent to which he/she watched and liked SALSA, and
- Participate in a group interview on a weekday evening at your child's school.

Your child will be invited to:

- Watch SALSA video tapes at home on a daily basis by you,
- Help complete a daily home viewer checklist with you that addresses the extent to which they watched and like SALSA, and
- Participate in a group interview on a weekday evening at his/her school.

Your child's participation will be greatly appreciated. We hope to discover whether children enjoy and benefit from watching a Spanish-language children's television show.

Children's names will not be included in the written report of this study, and your child's confidentiality will be maintained at all times.

If at any time you have questions or comments about this evaluation, please do not hesitate to contact me at (404) 727-3605. If you have any questions or problems concerning the conduct of this evaluation please contact Dr. Robert Jensen, Chair of Emory University's Arts and Science Institutional Review Board, at (404) 727-0606.

If you agree to have your child participate in this research project, please keep this cover page for your records and complete and sign the attached consent form.

Sincerely,

Dr. Jeffrey Mirel
Division of Educational Studies
Emory University
(404) 727-3605

5.1

Informed Consent Form (Home Viewers)

My child, _____, and I agree to participate in Dr. Jeffrey Mirel's SALSA evaluation project. I have read the cover letter to this consent form and am aware of the nature and the role my child will be asked to take in the research. I further understand that my child's participation is completely voluntary and that he or she may chose to withdraw from the study at any time. I have been informed that any group in which my child may participate will be audio-taped but that the identity of my child will be kept confidential. Dr. Mirel, the Principal Investigator, has further informed me that I may contact him at (404) 727-3605 or Dr. Robert Jensen, the Chair of Emory University's Arts and Science Institutional Review Board, at (404) 727-0606 if I have any questions or concerns about the conduct of this evaluation project.

Signature of Parent or Guardian

Date

Printed Name of Parent or Guardian

Address of Parent or Guardian

Child's Full Name

Child's Date of Birth

Home Viewer Daily Checklist

"SALSA" is a Spanish-language video series produced by Georgia Public Broadcasting (GPB). GPB has asked Emory University to determine the extent to which children choose to watch SALSA, are engaged by SALSA, and enjoy watching SALSA.

We ask that you provide your name for record keeping purposes. Your responses, however, will be kept entirely confidential. Names will not be included in the report to GPB.

Please complete one checklist with your child on each day of the study.

If you have any questions, please contact Dr. Michael A. Hughes at (404) 727-6468 Ext. 3 or by e-mail at mhughes@emory.edu. Thank you.

Michael A. Hughes, Ph.D.
Project Director

Child's Name _____

Child's School _____

Child's Age _____ years Child's Grade _____

Child's Gender ☐ Female ☐ Male

Child's Ethnicity ☐ African American / Non-Hispanic Black
 ☐ Caucasian / Non-Hispanic White
 ☐ Hispanic / Latino
 ☐ Other (please describe) _____

Does your child speak
Spanish fluently? ☐ No ☐ Yes

Is anyone in the child's home
a native speaker of Spanish? ☐ No ☐ Yes

Parent's Name _____ Day Phone _____

Parent's Address _____ Night Phone _____

Please complete one checklist for each day of the study.

Date _____

Person filling out checklist: _____

Did your child help complete checklist? ☐ No ☐ Yes

1. Did an adult invite your child to watch SALSA today? ☐ No ☐ Yes

2. Did your child watch SALSA today? ☐ No ☐ Yes ☐ Don't know

If NO, please answer question #3 only.

If YES, please skip to question #4 below.

If DON'T KNOW, you do not need to answer any more questions today.

3. If your child did not watch SALSA today, what was the primary reason? (Please check one).
- ☐ My child was not home today.
 - ☐ The TV or VCR was not available today.
 - ☐ My child was involved with other structured activities, like athletics, clubs, or homework.
 - ☐ My child did not want to watch SALSA today.
 - ☐ Other; please write in: _____
-

If your child did not watch SALSA today, you have completed the Daily Viewer Checklist for today. Thank you.

4. Who did your child watch SALSA with today?
- ☐ By herself/himself ☐ A babysitter
 - ☐ A parent ☐ A friend
 - ☐ A brother or sister ☐ Someone else; please write in: _____
5. During which time period(s) did your child watch SALSA today? (Check all that apply).
- ☐ Before 8 a.m. ☐ Noon-4:00 p.m. ☐ After 8:00 p.m.
 - ☐ 8:00 a.m.-noon ☐ 4:00 p.m.-8:00 p.m. ☐ Don't know
6. About how much time total did your child spend watching SALSA today?
- _____ hours _____ minutes

7. In general, how much did your child enjoy watching SALSA today?

- ☐ Not at all ☐ Moderately ☐ A little
☐ Very much ☐ Don't know

8. What did your child do while watching SALSA today?

(Please check all that apply).

- ☐ Gave full attention to show ☐ Ate a meal ☐ Ate a snack
☐ Played with an adult ☐ Played with a child ☐ Played by self
☐ Read ☐ Other (please describe) _____
☐ Do not know

9. What did your child do while watching SALSA today?

- ☐ Watched the show from start to finish.
☐ Watched the show in parts, starting and stopping the VCR.
☐ Watched the show in the background while doing other things.
☐ Other (please describe) _____
☐ Do not know

10. Was there anything your child particularly **LIKED** about watching SALSA today? (Please describe).

11. Was there anything your child particularly **DISLIKED** about watching SALSA today? (Please describe).

12. Why did your child stop watching SALSA today? (Please describe).

Thank you for completing the Home Viewer Checklist for today.

Home Viewer Summary Questionnaire

"SALSA" is a Spanish-language video series produced by Georgia Public Broadcasting (GPB). GPB has asked Emory University to evaluate the effectiveness of SALSA from the perspectives of teachers and students. Please complete and return this questionnaire about your child's experience watching SALSA.

We are requesting that you provide your child's name for record keeping reasons. Your responses will be kept entirely confidential and names will not be included in the report to GPB.

If you have any questions, please contact Dr. Michael A. Hughes at (404) 727-6468, Ext. 3, or by e-mail at <mhughes@emory.edu> or Dr. W. Jay Strickland at (912) 681-0206 or by e-mail at <jstrick@GoSoU.edu>. Thank you.

Michael A. Hughes, Ph.D.
Project Director

Parent, please:

- Complete a copy this questionnaire with each of or your 4- to 10-year-old children who watched SALSA,
- Ask your child questions 1 through 6, and write down their responses, and
- Answer questions 7 through 11 based on your knowledge of your child.

Child's Name (Please Print): _____

1. How much did you like watching SALSA? Not at all ☐ ☐ ☐ ☐ ☐ Very much
2. What did you like about SALSA?
3. What did you dislike about SALSA?
4. How much would you like to watch SALSA if it was a regular TV show? Not at all ☐ ☐ ☐ ☐ ☐ Very much
5. What age children do you think would enjoy SALSA the most?
6. Imagine one of your friends asked if SALSA was a show he or she should watch? What would you say?
7. Has your child learned Spanish in school this year? No ☐ Yes ☐ Do not know ☐
8. Has your child learned Spanish in school in past years? No ☐ Yes ☐ Do not know ☐

9. How did your child react/respond when reminded that he or she could watch SALSA shows on tape?
10. To what extent did SALSA hold your child's attention?
Why do you think SALSA did or did not hold your child's attention?
11. Would you be pleased or displeased if your child watched often SALSA on TV?
Why would you be pleased or displeased?
12. Please include any other comments that would help us understand your and/or your child's response to SALSA

APPENDIX D
Findings—
PeachStar Educator Questionnaire

- D-1. PeachStar Educator Questionnaire Quotations
- D-2. PeachStar Educator Questionnaire Statistical Tables

PeachStar Educator Questionnaire Quotations

To what extent do children enjoy watching SALSA in school settings?

ID	Quote
----	-------

- | | |
|----|--|
| 1 | With these various components in place, it has been extremely exciting to see the enthusiasm of the students and staff for the SALSA program and the amazing ability of the students to acquire the language and use it. |
| 2 | I am thrilled with the excitement and enthusiasm of the children as they participate in SALSA. |
| 5 | My students love the SALSA program! |
| 8 | My children love the program and help me to be ready each Wednesday at 9:00. |
| 9 | The children thoroughly enjoy the programs, and the format is very familiar to them. |
| 12 | Our class is enjoying watching SALSA.
It amazes me to see the smiles and laughter on their faces and how the video holds their interest throughout the lessons. |
| 13 | The children love SALSA! |
| 14 | They [the students] love SALSA. |
| 21 | My students are enjoying the lessons, and I enjoy teaching the follow-up lessons. |
| 24 | The children love the SALSA characters. If you are ever "on the road" promoting, please come see us in LaGrange. |
| 25 | Our kindergarten classes have really enjoyed the SALSA lessons. |
| 27 | The students enjoy the video as well. |

To what extent are children engaged while watching SALSA in school settings?

ID Quote

- 3 The program keeps the students' attention. . . .
- 4 Not only does it incorporate current language acquisition theories, but it also holds the attention of my second graders.
- 6 For all, the lessons are fun, active, quick-moving, interesting, based on prior knowledge (traditional stories), puppet and computer animated, silly, etc. etc. They appeal to little ones!
- 6 I was a bit concerned at the first one when I previewed it that the lessons "jumped around" too much, but it has not been a problem at all! I think this generation is so TV and computer-trained that they are used to that much more than I am.
- 9 The children thoroughly enjoy the programs, and the format is very familiar to them.
- 12 It amazes me to see the smiles and laughter on their faces and how the video holds their interest throughout the lessons.
- 21 I'm pleased with the qualities of the videos, they keep the attention of my students.
- 23 The children are always interested in the video.

To what extent does SALSA promote cultural appreciation?

ID Quote

-
- 1 We have begun to use the SALSA video program in one of our elementary schools . . . this year. There was a desire on the part of the principal . . . and faculty to begin offering Spanish as a way to more fully integrate the Latino students and English speaking students.
 - 6 My native speakers of Spanish love having lessons in Spanish on video that are designed just for this age—they identify with it.
 - 7 I love the video as I have eight Spanish speaking students in my class. . . . With so many Hispanic students in our school, I think the program is very worthwhile.
 - 8 I have three Spanish speaking children who enjoy being at the top of the class. One who speaks no English thinks we are seeing SALSA just for her! She laughs and chatters back in Spanish. Otherwise, she says nothing in class.

To what extent does SALSA help students learn Spanish?

ID Quote

- 1 With these various components in place [wide range of school and school/community Spanish language/cultural activities], it has been extremely exciting to see the enthusiasm of the students and staff for the SALSA program and the amazing ability of the students to acquire the language and use it.
- 2 They are learning and enjoying . . . and teaching their parents, as well.
- 9 The results have been amazing, and we are having so much fun! Spanish words have been integrated into all parts of our day. For example, when learning about the thermometer during our Winter unit, it was easy to incorporate the words "frio" and "caliente" when discussing temperature. When we call color groups each day, the children demand that they be called by the Spanish words. When comparing the size of snowballs needed to make a snowman, of course we described them as "grande," "mediano," and "pequano." The children feel very comfortable using the vocabulary, and the characters on the program have certainly become their familiar friends.
- 12 Along with learning the Spanish language, the students are able to comprehend the lessons with enthusiasm.
A mother told me she didn't know any words in Spanish until her son started helping her with the pronunciation of the words.
- 13 SALSA has taught the children a lot. It's amazing what they pick up! The kids are always going around pointing out things and calling them by their Spanish names! Thanks for all you do!
- 14 The children are learning many Spanish words.
- 20 As the Spanish teacher for the school, I have seen a consistent improvement in the kindergarteners' ability to listen to Spanish books and participate in Spanish lessons as they come to me.

PeachStar Educator Questionnaire Statistical Tables

Item	Grade Level				
	All N=114 (100%)	Pre-K N=9 (8%)	K-1 st N=79 (69%)	2 nd -4 th N=13 (11%)	Mixed N=13 (11%)
Respondent's location					
Percent respondents at rural schools	40%	44%	38%	77%	15%
Percent respondents at urban schools	60%	56%	62%	23%	85%
Students					
Number of students viewing SALSA	4124	266	2219	341	1298
Percent of all students viewing SALSA	100%	6%	54%	8%	31%
Mean students per respondent (s.d.)	36 (60)	30 (34)	28 (28)	26 (5)	100 (153)
How many days per month do you use the video lessons?					
Percent 0-4 days/month	39%	33%	36%	23%	75%
Percent 5-8 days/month	31%	44%	30%	39%	17%
Percent 9-12 days/month	29%	22%	31%	39%	8%
Percent 13 or more days/month	2%	0%	3%	0%	0%
Mean days/month (s.d.) video lessons	7 (4)	7 (4)	8 (4)	8 (3)	5 (2)
How many days per month do you use the suggested classroom activities?					
Percent 0-4 days/month	47%	44%	46%	46%	54%
Percent 5-8 days/month	33%	33%	38%	23%	15%
Percent 9-12 days/month	11%	22%	7%	23%	15%
Percent 13 or more days/month	10%	0%	10%	8%	15%
Mean days/mo. activities (s.d.)	6 (5)	7 (3)	6 (5)	6 (5)	7 (5)
How much time do you allocate each day for using either the video lessons or classroom activities?					
Percent 10-15 minutes	26%	25%	28%	15%	30%
Percent 16-30 minutes	69%	75%	69%	77%	50%
Percent 31-45 minutes	4%	0%	3%	8%	10%
Percent 46-60 minutes	1%	0%	0%	0%	10%
Mean minutes (s.d.) per day	23 (8)	22 (6)	23 (7)	22 (6)	28 (15)
Are you pleased with the video lessons so far?					
Percent NO	2%	0%	1%	0%	8%
Percent YES	98%	100%	99%	100%	92%

Item	Grade Level				
	All N=114 (100%)	Pre-K N=9 (8%)	K-1 st N=79 (69%)	2 nd -4 th N=13 (11%)	Mixed N=13 (11%)
Do your students enjoy the video lessons so far?					
Percent NO	1%	0%	0%	0%	8%
Percent YES	99%	100%	100%	100%	92%
Do you plan to continue using the video lessons throughout the year?					
Percent NO	2%	0%	0%	8%	8%
Percent YES	98%	100%	100%	92%	92%
Are you pleased with the suggested classroom activities so far?					
Percent NO	4%	0%	4%	0%	9%
Percent YES	96%	100%	96%	100%	91%
Do you plan to continue using the suggested classroom activities throughout the year?					
Percent NO	5%	0%	7%	0%	0%
Percent YES	95%	100%	93%	100%	100%
Do you find the video advance planners (in English) helpful?					
Percent NO	17%	13%	22%	0%	8%
Percent YES	83%	88%	78%	100%	92%

GPB provided 114 surveys completed by educators who were using SALSA videos and/or activities [when?—ask GPB]. The majority of the surveys (89%) were completed by teachers who reported on a single class or multiple classes of the same grade. Others were completed by teachers, media specialists, or librarians for multiple classes in different grades. Two-thirds of the surveys reported on pre-kindergarten (8%), 1st grade (4%), 2nd grade (6%), 3rd grade (3%), and 4th grade (3%) classes.

The surveys reported on a total of 4124 students. Overall, 266 of the students were in pre-kindergarten, 2219 in kindergarten or 1st grade, and 341 in 2nd, 3rd, or 4th grade. The grade-level of the remaining 1298 students could not be determined because respondents were reporting on more than one grade.

APPENDIX E

Findings— Second Educator Questionnaire

- E-1. Second Educator Questionnaire Quotations
- E-2. Second Educator Questionnaire Statistical Tables

To what extent does SALSA promote cultural appreciation?

ID Quote

-
- 3 They asked to see SALSA sometimes daily, especially the Hispanic kids. They laughed and clapped each time it was played.
- 6 The vocabulary reinforced by early Spanish lessons for my Eng-dominant kids, and my Spanish natives loved being "top dog."
- 10 We had several 4th grade Hispanic students come to our class every Wednesday and watch the program with us. We enjoyed learning from each other.
- 13 My experience with SALSA allowed me to have a greater appreciation for the culture of Hispanic people. As a classroom teacher, I learned that Spanish is very interesting, and I could communicate with my Hispanic student by allowing the student to teach other students the language.
- 23 I work with at-risk students in a very poor socio-economic area that is 99% African-American. The students are not familiar with other cultures or races. SALSA has been a wonderful multi-cultural experience for the students.
- 24 My Spanish-speaking children loved being the first to know the answers.
- 54 The cultural aspects, such as the music and traditions, were also nice.
- 72 Kids comments—"Gave Hispanic families a show for their children to see!" (cultural sensitivity). More cultural sensitivity was mentioned to keep our student who will return to South America next-year on-track with his Spanish. . . . The English-speaking children liked having something to talk to Hispanic children about—the Spanish-speaking children helped with pronunciation.
- 89 Good presentation and exposure to Hispanic culture. If non-Hispanic students are exposed to the different cultures when they are in elementary school, then they are more tolerant and understanding of other cultures and languages.
- 156 Was delighted when this program came out. Our American children deprived for not being taught a second language during their prime time to learn language. I think our children should be required to learn a second language, so they will not be or appear handicapped in this multi-cultural world.

To what extent does SALSA help students learn Spanish?

ID Quote

- 2 Upon watching SALSA, my students are familiar with the vocabulary emphasized in the show.
Good show to introduce Spanish to primary age students.
- 11 I think that is a good program. In my particular case, they already know much more than they can learn, but they enjoy the stories, and it is a wonderful review for them because they can repeat every word fast and know 90% of the Spanish conversation.
- 18 I have also learned a lot of Spanish!
- 20 The repetition was good for me, as well as for the students. Showing different aspects of the words like "nose" from people to animals, etc.
- 23 Through research I knew that young children learn a 2nd language quickly. It was very exciting for me to watch my students learn core phrases and words in Spanish—and use them with me throughout the day in other settings and other curriculum. I work with at-risk students in a very poor socio-economic area that is 99% African-American. . . . They identified with them [real children in show] and repeated with the children the core Spanish words and phrases.
- 24 My K-1 class loved SALSA. They began to play I Spy, on their own, with Spanish colors and count objects in centers in Spanish, too. They routinely said "good-bye" in Spanish at the end of the day.
- 25 I really enjoyed SALSA. I felt it was a great way to teach my children Spanish words and phrases.
- 29 I was pleasantly surprised at the amount of students that did remember the color names, counting to ten, and body parts!
- 46 My class did a great job, and we ended the year with a total of 87 new Spanish words. It was SALSA that got us started and interested in Spanish (2nd grade teacher).
- 48 I have never had any experience with the Spanish language. This has thoroughly been a learning experience for me and was enjoyed greatly! Parents have commented how much they have enjoyed hearing what their children have learned.
- 61 They have learned so much this year from the program (K teacher).
- 64 It is a good Spanish program. The students learn so much.
- 68 I feel this is the best time to teach a second language as they seem to "soak" it up! (K teacher)
- 74 They enjoyed it all! They were very proud to be able to speak Spanish—counting to 20, colors, greetings! They used Spanish, even if I didn't!
- 91 We really enjoyed SALSA in our class. It also helped me to increase my knowledge of Spanish. I also had several students who checked out Spanish dictionaries from the media center. They used these to further their knowledge of Spanish and to "check" the "accuracy" of the words being used by the puppets!
- 98 The series has opened many opportunities to learn Spanish. My students continue to ask me what other words mean in Spanish.

ID	Quote
99	The children know their colors, some foods, and body parts in Spanish. They've learned so much! SALSA is great, especially for school systems like ours, that don't include foreign languages in the elementary curriculum. When children are young, they learn it so much faster. You are doing a great job. Keep up the good work!
101	They seem to enjoy learning new words. They often sing the songs, such as numbers put to music, even when the show is over.
103	The majority of the students retained some of the Spanish words.
104	I, myself, learned a lot from SALSA. I have no Spanish background. This helped me, too.
105	Our class really enjoyed the SALSA program. Other classes and high school Spanish classes were very impressed with our new-found language. The children were very excited about learning new words. They even learn words that were not focus words. Spanish is spoken daily in our classroom. In the mornings when the children arrive, they say "hola." When they leave, "hasta luego." It has been wonderful for me to learn with the children. This is super!
107	It has helped me become familiar with common Spanish phrases, too! I've enjoyed it immensely. . . . They easily assimilated new language because of the familiar stories upon which most of the programs were based.
117	SALSA provided a wealth of information.
136	I had several parents that were surprised that their child was learning Spanish. They were pleased.
137	Knowledge of the language carried over into areas of our curriculum. Their knowledge of the language was applied throughout the day (e.g., counting, color words).
139	The kids began to use the numbers and colors spontaneously when I happened to mention their English counterparts during lessons (such as math or a color mentioned in a story).
145	They were using the Spanish throughout the day. They started a competition to see who would count the highest in Spanish. Several can count to 100 in Spanish. They did math lessons in Spanish instead of English (their choice).
150	SALSA has improved my Spanish, too. I really enjoy the program.
152	The parents have commented on the children speaking Spanish at home. They are excited about SALSA as well.
155	I am surprised by how many Spanish words they know now. A <u>great</u> introduction to Spanish!

What are the most appropriate ages for SALSA?

ID Quote

-
- 5 Since SALSA was designed for elementary age children and since we are a middle school, I used the tapes to support other resources I was already using. . . . The videos were certainly more "kid-friendly" than the ones I had been using.
- 7 This was an experiment for me as generally I feel that most videos are not developmentally appropriate for pre-K. This series was a pleasant surprise—and I plan to continue with it 1998-1999 school year.
- 8 Good show to introduce Spanish to primary age children.
- 9 This series is great! It just didn't work for me as well as I'd hoped. I even tried it once with high school students, but they weren't interested. I thought anything on an elementary level would help them feel that they could understand *something*, but they thought it was too juvenile. My 8th graders liked it for a change of pace, but I think there was a need for more words to learn than the 3-6 used. . . . I'll probably try it again with my 8th grades and see if I can expand on it.
- 21 I think it is a good program but maybe for older children.
- 68 I feel this is the best time to teach a second language as they seem to "soak" it up!
- 115 The 5th grade students felt the characters were too "babyish." But I explained it was meant for 1st graders and that I wanted them to pay attention to the language. After that they were fine.
- 116 The 5th-grade boys thought it was too young.

Second Educator Questionnaire Statistical Tables

School Context	Grade Level					
	All N=158 (100%)	Pre-K N=17 (11%)	K-1 st N=108 (68%)	2 nd -3 rd N=14 (9%)	4 th -8 th N=6 (4%)	Mixed N=12 (8%)
Students						
Number of students viewing SALSA	7257	395	2775	341	212	3512
Percent of all students viewing SALSA	100%	5%	38%	5%	3%	48%
Number of Hispanic students viewing SALSA	466	32	202	46	17	168
Mean students per respondent (s.d.)	47 (122)	25 (25)	26 (28)	24 (6)	35 (21)	320 (367)
Months viewed SALSA this year						
Percent 0-4 months	16%	23%	15%	18%	0%	18%
Percent 5-8 months	85%	77%	85%	82%	100%	82%
Mean months (s.d.) shown SALSA this year	6 (2)	5 (1)	6 (2)	6 (1)	7 (1)	7 (2)
Number of times/month students viewed SALSA						
Percent 0-4 days/month	44%	13%	43%	57%	50%	80%
Percent 5-8 days/month	37%	44%	40%	21%	17%	20%
Percent 9-12 days/month	17%	38%	14%	21%	33%	0%
Percent 13 or more days/month	3%	6%	3%	0%	0%	0%
Mean days/mo. view SALSA (s.d.)	7 (3)	9 (3)	7 (3)	6 (3)	6 (5)	4 (3)

To what extent do students like SALSA?	Grade Level					
	All N=159 (100%)	Pre-K N=17 (11%)	K-1 st N=108 (69%)	2 nd -3 rd N=14 (9%)	4 th -8 th N=6 (4%)	Mixed N=12 (8%)
About how many of the male students in your class. . . .						
<i>Reacted positively when it was time to watch SALSA? (Q1a)</i>						
Almost none	1%	0%	2%	0%	0%	0%
One-fourth	2%	6%	2%	0%	0%	0%
One-half	11%	12%	9%	0%	50%	17%
Three-quarters	20%	18%	19%	29%	33%	25%
Almost all	66%	65%	68%	71%	17%	58%
<i>Said they liked watching SALSA? (Q1b)</i>						
Almost none	1%	0%	1%	0%	0%	0%
One-fourth	4%	6%	4%	0%	0%	8%
One-half	12%	12%	12%	0%	33%	17%
Three-quarters	19%	18%	16%	29%	67%	17%
Almost all	64%	65%	67%	71%	0%	58%
<i>Appeared to enjoy watching SALSA? (Q1c)</i>						
Almost none	1%	0%	2%	0%	0%	0%
One-fourth	3%	6%	4%	0%	0%	0%
One-half	10%	12%	9%	0%	0%	25%
Three-quarters	22%	12%	20%	21%	83%	17%
Almost all	65%	71%	65%	79%	17%	58%

After-School Program Observations: Statistical Tables

After-School Program Characteristics	n	%
Number of programs observed	10	100%
Class ethnicity of after-school programs		
All white	3	30%
Majority white	2	20%
Mixed	2	20%
Majority black	1	10%
All black	2	20%
Grades served by after-school programs		
Pre-kindergarten through kindergarten	4	40%
Pre-kindergarten through 3 rd -grade	1	10%
Kindergarten through 2 nd -grade	1	10%
Kindergarten through 3 rd -grade	1	10%
1 st - through 3 rd -grade	2	20%
4 th - through 5 th -grade	1	10%

Number of Observations	n	%
Total number of site observations	33	100%
Number of observations per program		
2 observations per program	2	20%
3 observations per program	3	30%
4 observations per program	5	50%
Number of child-observations ¹		
Number of child-observations, total	568	100%
Number of child-observations, boys	297	45%
Number of child-observations, girls	271	55%

Evaluation Issue	n	%
What were the children doing when the staff member said it was time to see SALSA?¹		
Eating a snack	7	22%
Playing inside	17	53%
Playing outside	5	16%
Napping	1	3%
Other activity	2	6%
How attentive were the children during the activity that preceded SALSA?¹		
Not at all attentive	4	15%
Somewhat attentive	9	33%
Very attentive	14	52%
How directive was the staff member when he or she announced it was time to watch SALSA?¹		
Not directive	6	19%
Somewhat directive	7	22%
Very directive	19	59%
How positive was the staff member when he or she announced it was time to watch SALSA?¹		
Not positive	12	32%
Somewhat positive	9	39%
Very positive	10	29%
What did the staff member's attitude toward SALSA appear to be?¹		
Negative	1	3%
Neutral	16	49%
Positive	16	49%
How did children react when told it was time to watch SALSA?²		
Negative	3	9%
Neutral	14	44%
Positive	15	47%
Were the children given the choice to watch or not watch SALSA?		
<i>Number of programs</i>		
No	7	70%
Yes	3	30%
<i>Number of site observations²</i>		
No	23	70%
Yes	7	30%

HOME VIEWER PROFILE 5

Characteristic	Description	Source
Description	6 1/2-year-old white girl who lives in rural area and attends kindergarten. Spanish is not spoken at home, although father is a Spanish Education professor.	Daily
Choosing to Watch	Watched 4 out of 14 days, 2 of these days without being invited by a parent. Did not watch 2 days because of structured activities and 8 days because of an out-of-town trip.	Daily
	Watched 1 day with parent and 3 days by self. One day watched between 8:00 a.m. and noon, 1 day between noon and 4:00 p.m., 1 day between 4:00 p.m. and 8:00 p.m., and 1 day after 8:00 p.m.	Daily
	Parent did not describe how child reacted when reminded she could watch SALSA.	Summary
Attentiveness	Watched for 30 minutes (1 day) and 60 minutes (3 days).	Daily
	All 4 days gave show full attention and watched show from start to finish.	Daily
	One time stopped watching SALSA because episode was over and 3 times because of a required activity.	Daily
	According to parent, SALSA held her child's attention "very well."	Summary
Enjoyment	Two days reported liking SALSA "a little" and 2 days "very much."	Daily
	Overall, she rated her enjoyment of SALSA as 4 on a 5 point scale where 1 was "not at all" and 5 was "very much."	Summary
	Especially liked Goldilocks and her laugh.	Daily
	Especially disliked conflict between characters.	Daily
Regular TV	Would liked to watch SALSA as a regular TV show "very much" (5 out of 5).	Summary
	Parent would support her watching SALSA because "I want her to learn Spanish to respect different cultures."	Summary
Summary	This viewer's reaction to SALSA was mixed, but she reported that she would very much like to watch SALSA on regular TV.	

HOME VIEWER PROFILE 6

Characteristic	Description	Source
Description	Six-year-old white, male kindergarten student who lived in an urban area. Neither he nor his family spoke Spanish.	Daily
	He took Spanish at school.	Summary
Choosing to Watch	He was invited to watch SALSA 7 times, and chose to watch 5 times. He was busy with end-of-year activities the first time he did not watch; the second time, he had seen all the episodes and did not want to watch them again.	Daily
	Each time this boy watched SALSA, he did so with his 9-year-old sister (ID 022). On three occasions a parent also watched. On three occasions he watched a single episode, and on two occasions he watched two episodes. He watched SALSA between 4 p.m. and 8 p.m. three times, and between noon and 4 p.m. twice. He watched for 15 minutes on three days and 30 minutes on two days.	Daily
	The parent said his reaction to the invitation to watch SALSA was "O.K."	Summary
Attentiveness	He gave "full attention" to SALSA and "Watched show from start to finish" on the 5 occasions he watched SALSA.	Daily
	His parent wrote that SALSA held his attention "pretty well" and said that this was because he enjoyed the humor and the mix of live action, puppets, and animation.	Summary
Enjoyment	He enjoyed three episodes "very much" and two "a little."	Daily
	Overall, he enjoyed SALSA "very much." His parent wrote, "We all enjoyed the shows, even my 13-year-old."	Summary
	The humor was his favorite part of the show. He also enjoyed the mix of live action, puppets, and animation.	Summary
	He complained once that there was "too much laughing."	Summary
Regular TV	He would recommend SALSA to a friend, and would "very much" like to watch SALSA as a TV show.	Summary
	Parent said she would be pleased to have her child watch SALSA on TV. That mother described SALSA as "enjoyable, well done, intelligent, humorous, and educational."	Summary
Summary	This boy was amenable to, and enjoyed watching SALSA with his family. SALSA engaged his attention. He watched five episodes once and one episode twice. He would likely watch SALSA on TV.	

HOME VIEWER PROFILE 7

Characteristic	Description	Source
Description	Seven-year-old girl who lived in a university town in a rural part of the state. She had not taken Spanish in school	Summary
Choosing to Watch	Describing the child's response to being invited to watch SALSA, her parent wrote, "Response was positive until all the episodes had been viewed. She was not interested in seeing them again. If there had been more episodes, I think she would like to have watched them."	Summary
Attentiveness	The child's parent wrote, "It kept her attention very well."	Summary
Enjoyment	Overall, she enjoyed SALSA "very much."	Summary
	She liked that the show was in Spanish.	Summary
	She disliked how often counting was repeated.	Summary
Regular TV	This girl would recommend SALSA to a friend, and would, herself, like "very much" to watch SALSA on regular TV	Summary
	Her parent stated she would be pleased to have child watch SALSA on TV because, she wrote, "I like the idea of learning another language."	Summary
Summary	This girl enjoyed and was engaged by SALSA. She watched each episode once. She would likely watch SALSA on TV.	

Note: The summary questionnaire was the sole data source received from this subject and her family.

HOME VIEWER PROFILE 8

Characteristic	Description	Source
Description	Seven-year-old black, male 1 st -grade student who lived in a suburban area. Neither he nor his family spoke Spanish.	Daily
	He took Spanish in school.	Summary
Choosing to Watch	This boy watched each SALSA episode once without being invited to do so by an adult. He watched five of six episodes with a sibling and a parent, and the sixth episode with a parent. He watched SALSA between 4 p.m. and 8 p.m. and then ate dinner on those occasions, went to athletics twice, and did homework once. He watched one 15 minute episode per day.	Daily
	The parent reported, "He liked the idea (of watching SALSA) because he had watched SALSA in his Spanish class."	Summary
Attentiveness	This boy "gave full attention to show" and "watched show from start to finish" every time he watched.	Daily
	His parent wrote, "He gave it (SALSA) his full attention." She said that was because, "He liked it, but he didn't understand everything and we would try to figure out what the characters were saying."	Summary
Enjoyment	He enjoyed SALSA "very much" 4 times, "moderately" once, and "a little" once.	Daily
	Overall, he enjoyed SALSA "very much." He liked watching SALSA at home because he also watched it at school.	Summary
	He liked the humor of the show.	Summary
	This boy commented five times that there was nothing he disliked about the show, he said it was "kind of boring" once.	Daily
Regular TV	He would like to watch SALSA on regular TV, responding with a 4 on a five-point scale where 1 was "not at all" and 5 was "very much." He would recommend the show to a friend because "it helps you learn Spanish."	Summary
	His parent said she would be pleased to have child watch SALSA on TV because it would be good reinforcement of the Spanish he was learning in school.	Summary
Summary	This boy enjoyed and was engaged by SALSA because he saw it as a way to reinforce the Spanish he was learning in school. He watched each episode once. He would likely watch SALSA on TV.	

HOME VIEWER PROFILE 9

Characteristic	Description	Source
Description	Seven-year-old white, male 1 st -grade student who lived in an urban area. Neither he nor his family spoke Spanish.	Daily
	He took Spanish at school	Summary
Choosing to Watch	He was invited to watch SALSA eight times, and chose to watch 5 times. Each time he chose not to watch his parent checked "My child did not want to watch SALSA today" but did not provide an explanation of why that was so.	Daily
	He watched SALSA with a parent and sibling three times, with a parent once, and by himself once. On three occasions he watched SALSA between noon and 4 p.m., and he watched between 4 p.m. and 8 p.m. twice. The first four times he watched, he viewed a single episode whereas the fifth time he watched the last two episodes.	Daily
	Reporting on this boy's reaction to the invitation to watch SALSA, his parent wrote, "He was hesitant at first.... But then he willingly watched all episodes."	Summary
Attentiveness	He "gave full attention to show" and "watched the show from start to finish" each time he watched.	Daily
	His parent reported, "He usually watched each 15 minute segment and paid full attention to it." She said that was because "the story lines were interesting and the movement back and forth between the puppets and real people kept his interest."	Summary
	His mother commented, "He really participated out loud (today) trying to say the Spanish words." After a later episode, she wrote, "(He) continues to enjoy repeating the Spanish words he recognizes."	Daily
Enjoyment	He enjoyed SALSA "very much" once, "moderately" once, and "a little" three times.	Daily
	Overall, he rated his enjoyment of SALSA at 3 on five-point scale where 1 was "not at all" and 5 was "very much."	Summary
	He liked the "interesting story lines," and the transitions between "real life" and puppets. He also liked recognizing Spanish words he knew and trying to "figure out" others he did not know.	Summary

HOME VIEWER PROFILE 9 (continued)

Characteristic	Description	Source
Enjoyment	The first two times he watched SALSA, he complained that the characters were too babyish, and his parent reported that the boy was embarrassed to watch in front of 10-year-old brother. That complaint was not repeated after later episodes, and after the final episode his mother noted, "(He) seemed to enjoy the story line."	Daily
	The mother wrote, "I do not think that SALSA would be a show my child would watch without being asked to watch it. The characters seemed a little juvenile for my 7-year-old. I will add that he did seem to enjoy it once he started watching it."	Summary
Regular TV	This child said he would not recommend SALSA to a friend, and he was not much interested in watching SALSA on regular TV (responding to an item about his desire to watch SALSA on TV with a 2 on a five-point scale where 1 was "not at all" and 5 was "very much.") His mother reported that she would be pleased to have the child watch SALSA on TV because "it is educational and does a good job of teaching basic Spanish words and phrases to young children."	Summary
Summary	This boy was at first concerned that the characters were too babyish for him. However, after the second episode he began to enjoy the show because of his enjoyment and interest in Spanish. He watched each episode once. He would likely not watch SALSA on TV.	

HOME VIEWER PROFILE 10

Characteristic	Description	Source
Description	Boy who had not taken Spanish in school.	Summary
Choosing to Watch	"He often would ask to watch without my prompting."	Summary
Attentiveness	His mother wrote, "When he was watching the program, he gave it his full attention. She said, "(SALSA) held his attention because of the language and the characters."	Summary
Enjoyment	Overall, he enjoyed SALSA "very much." He dislikes "nothing."	Summary
Regular TV	He would definitely recommend SALSA to a friend, and would "very much" like to watch SALSA on TV.	Summary
Summary	Limited data, but this boy apparently enjoyed and was engaged by SALSA. He would likely watch SALSA on TV.	

Note: The summary questionnaire was the sole data source received from this subject and his family.

HOME VIEWER PROFILE 11

Characteristic	Description	Source
Description	8-year-old white, female 2 nd -grade student who lived in a university town in a rural area. Neither she nor her family spoke Spanish. She has taken Spanish in school in the past.	Daily Summary
Choosing to Watch	She watched all six episodes in three days. On the first day she watched two episodes in a row; on the second and third days she watched two episodes at different times. On the third day, she asked to watch SALSA before her mother could suggest that she do so. She watched one episode before 8 a.m., four episodes between 4 p.m. and 8 p.m., and one episode after 8 p.m. She watched four episodes by herself and two with her mother. She did not watch any episodes a second time.	Daily Daily
Attentiveness	She "Gave full attention to show," and "Watched the show from start to finish" each time she watched. She gave the show "undivided attention." This girl's mother reported, "When we were in the car, she identified the colors with trees, buildings, etc."	Daily Summary Summary
Enjoyment	She enjoyed SALSA "very much" each time she watched the show. Overall, she enjoyed SALSA "very much." She said she liked everything about SALSA. There was nothing she disliked, "I liked all of it," she said.	Daily Summary Summary Summary
Regular TV	She stated that she would "very much" like to watch SALSA on regular TV. Her mother said she would be pleased to have child watch SALSA on regular TV, but she did not explain why that was so.	Summary Summary
Summary	This girl was an enthusiastic SALSA viewer. She watched each episode once. She would likely watch SALSA on TV.	

HOME VIEWER PROFILE 12

Characteristic	Description	Source
Description	8-year-old white, male 2 nd -grader who lived in a small university town in a rural area. Neither he nor his family spoke Spanish.	Daily
	He had taken Spanish in school in the past.	Summary
Choosing to Watch	He was invited to watch SALSA on 14 days, and he watched it on each of those days. On every occasion he watched SALSA with his mother and an older brother (ID 024). He twice watched SALSA between 8 a.m. and noon; on the other 12 days he watched between 4 p.m. and 8 p.m. Each day he watched a single episode of SALSA for 15 minutes.	Daily
	When invited to watch SALSA, "He was glad to come and watch the shows."	Summary
Attentiveness	This viewer "gave full attention to show" and "watched show from start to finish" on all 14 days that he watched SALSA.	Daily
	SALSA engaged this child's attention "entirely."	Summary
	This mother reported, "My two sons enjoyed using their new Spanish words — counting, colors, etc. — in talking to me and each other."	Summary
Enjoyment	He enjoyed each day's viewing "very much."	Daily
	He enjoyed each SALSA episode "very much," and would recommend the show to a friend.	Summary
	He especially like the "lizard," the robots, and the other characters.	Summary
	He disliked "nothing."	Summary
Regular TV	This child would "very much" like to watch SALSA on regular TV, and he would recommend it to a friend. His mother said she would be pleased to have her son watch SALSA on TV because it would help maintain his interest in Spanish till he can again study it in high school.	Summary
Summary	This viewer enjoyed and was engaged by SALSA. He watched each episode more than once. He would likely watch SALSA on TV.	

HOME VIEWER PROFILE 13

Characteristic	Description	Source
Description	Eight-year-old white, female 2 nd -grade student who lived in a small university town in a rural area. Neither she nor her family spoke Spanish.	Daily
	She had not taken Spanish at school.	Summary
Choosing to Watch	She was invited to watch SALSA on four days, and watched on each of those occasions. She twice watched for 15 min and twice for 30 min. On the days she did not watch SALSA she was preparing to go on a trip, away, recovering from the trip, or busy with other activities.	Daily
	She watched SALSA with a parent twice, with a sibling once, and by herself once. She watched SALSA between 4 p.m. and 8 p.m. three times and after 8 p.m. once.	Daily
	When invited to watch SALSA, this girl "usually wanted to (do that)."	Summary
Attentiveness	For three of four viewings, this child "gave full attention to show" and "watched the show from start to finish." Her parent "did not know" her reaction during the fourth viewing.	Daily
	The mother reported that during the first viewing her daughter "repeated the numbers in Spanish as the puppets were saying them."	Daily/ Summary
	Overall, SALSA held her attention "very well," though her mother did note for the last viewing that "she was starting to lose a little interest after 30 minutes."	Summary
Enjoyment	For each SALSA viewing the mother said her daughter enjoyed the show "very much."	Daily
	Overall, this child rated her enjoyment of SALSA as a 4 on a five-point scale where 1 was "not at all" and 5 was "very much."	Summary
	She liked the puppets and the kittens.	Summary
	She had no particular dislikes, but did lose interest "during the pictures of the orangutans."	Daily
Regular TV	She would like to watch SALSA on regular TV, selecting 4 on a 5 point scale where 1 was "not at all" and 5 was "very much." She would tell a friend "it was a good show."	Summary
	Parent would be pleased to have her child watch SALSA on TV because "having exposure to Spanish is educational."	Summary

HOME VIEWER PROFILE 13 (continued)

Characteristic	Description	Source
Summary	The mother filled out the daily checklist without help from her child, but it appears that the child enjoyed and was engaged by SALSA. She watched each episode once. She would likely watch SALSA on TV.	

HOME VIEWER PROFILE 14

Characteristic	Description	Source
Description	Seven-year-old black, male 2 nd -grade student who lived in a suburban area. Neither the child nor his family spoke Spanish.	Daily
Choosing to Watch	He was invited to watch SALSA on 12 days, and on each of those occasions he did watch the show. In addition he watched on a 13th day when he was not invited to watch by an adult.	Daily
	On six occasions he watched SALSA with a parent, and one day he watched with a grandparent. On the other six days he watched SALSA by himself.	Daily
	On five days he watched SALSA for two hours; on eight days he watched for an hour-and-a-half. On 12 days he watched SALSA between 4 p.m. and 8 p.m., and on one day he watched between noon and 4 p.m. On the days when he watched during the p.m. To 8 p.m. time period, he stopped watching at bedtime. On the other day he stopped watching to engage in "evening activities."	Daily
Attentiveness	According to his mother, this boy "gave his full attention the show" on 12 of 13 days. On one day he ate while watching. Every day, he "watched the show in parts, stopping and starting the VCR" to re-watch favorite segments.	Daily
Enjoyment	According to his mother, this boy enjoyed watching SALSA "very much" each time he watched the show.	Daily
	For each day, this boy described a favorite segment from the show. On seven days he said there was nothing he disliked whereas he described segments he had not enjoyed on five days.	Daily
Regular TV	No information available.	
Summary	This boy watched SALSA for a total of 20.5 hours! He enjoyed and was engaged by the show. He would likely watch SALSA on TV.	

Note: The summary questionnaire was not returned by this viewer or his family. The daily checklist is the sole data source.

HOME VIEWER PROFILE 15

Characteristic	Description	Source
Description	Eight-year-old white, female 3 rd -grader who lived in a small university town in a rural area. Neither she nor her family spoke Spanish.	Daily
	She did not take Spanish at school, but did have a Spanish tutor	Summary
Choosing to Watch	Invited to watch on seven days, she watched each of those times and watched on three days additional days on her own initiative.	Daily
	On seven days she watched SALSA with a parent, on two days she watched alone, and on one day she watched with both her parent and a sibling. On two days she watched SALSA between noon and 4 p.m., on six days between 4 p.m. and 8 p.m., and on two days she watched after 8 p.m. She watched for 30 minutes on two days and for 15 minutes on eight days.	Daily
	This girl's mother said she was "very happy to watch" when reminded of the option to watch SALSA.	Summary
Attentiveness	For each viewing she "gave full attention to show" and "watched show from start to finish."	Daily
	SALSA held her attention "very well" because "it was colorful, clever, fast moving, and it had some familiar characters and some new ones. It was humorous. The voices were cute."	Summary
Enjoyment	She enjoyed each episode "very much."	Daily
	Overall, she "very much" enjoyed watching SALSA	Summary
	She liked "everything" about the show, including the characters, the fact that there were no "bad guys" in the show, and learning Spanish.	Daily/ Summary
	She disliked that there were no subtitles.	Summary
Regular TV	This girl would "very much" like to watch SALSA on regular TV and would recommend to friends if they wanted to "see cute characters and learn a little Spanish." Her parents would be pleased if she watched SALSA on TV because it would be a way for her "to get exposure" to a foreign language.	Summary
Summary	This girl watched each episodes more than once, she definitely enjoyed and was engaged by the show. She would likely watch SALSA on TV.	

HOME VIEWER PROFILE 16

Characteristic	Description	Source
Description	9-year-old white, male 3 rd -grade student who lived in a small university town in a rural area. Neither he nor his family spoke Spanish.	Daily
	He did not take Spanish in school.	Summary
Choosing to Watch	He was invited to watch SALSA on 10 days, and chose to watch on six of those occasions. In addition, he watched twice on his own initiative. Of the four days he was invited but did not watch, three were because he did not want to watch SALSA on that day, on the fourth he had other structured activities.	Daily
	He watched SALSA with a parent and brother (ID 025) on three days, with his brother only on two days, with his parent only on two days, and by himself on one day. He watched SALSA after 8 p.m. on each occasion. One viewing was for 45 minutes, five were for 30 minutes, and two were for 15 minutes. On each occasion he watched until bedtime.	Daily
	He reacted positively when invited to watch SALSA. His father suggested that he was "more interested in the story itself than that the program was mostly in Spanish."	Summary
Attentiveness	He "gave full attention to show," and "watched show from start to finish" six times. He "played by self" twice while watching SALSA.	Daily
	This boy's father wrote, "The program held his attention quite well. Most of the time he gave the show his complete attention. Even when he was playing with his Legos while watching SALSA, his attention would be captured by the show and he would stop playing with the Legos.... He would turn his attention at the sound of laughing, screams, etc. He also enjoys puppetry and was attracted by the situations the puppets found themselves in."	Summary
Enjoyment	He rated his enjoyment of SALSA as "very much" once, "moderately" twice, and "a little" five times.	Daily
	Overall, he liked watching SALSA, responding with a 4 on five point scale where 1 was liked "not at all" and 5 was liked "very much."	Summary
	He particularly liked "the little lizard, SALSA." He also like the characters and learning Spanish.	Summary
	He disliked the county music and the repetition of counting.	Summary

HOME VIEWER PROFILE 16 (continued)

Characteristic	Description	Source
Regular TV	He would like to watch SALSA on regular TV, responding with a 4 on five point scale where 1 was "not at all" and 5 was "very much."	Summary
	He would not recommend SALSA to friends because they would likely find it too babyish.	Summary
	His father would be pleased if his son watched SALSA on TV because he would be "delighted if (his son) developed an interest in learning Spanish."	Summary
Summary	This boy enjoyed and was engaged by SALSA. He watched each episode more than once. He would likely watch SALSA on TV.	

HOME VIEWER PROFILE 17

Characteristic	Description	Source
Description	Eight-year-old African, male 3 rd -grade student who lived in an urban area. Neither he nor his family spoke Spanish. He took Spanish at school.	Daily Summary
Choosing to Watch	He was invited to watch SALSA on two days and chose to watch on both those days. In addition he watched SALSA on three days on his own initiative. On the days this child did not watch SALSA he was involved in other structured activities. He watched SALSA with a friend three times, with a brother once, and by himself once. He watched for 50 minutes once, 30 minutes three times, and 20 minutes once. On three days he watched SALSA between 4 p.m. and 8 p.m., on one day between noon and 4 p.m., and on one day between 8 a.m. and noon. On one occasion he stopped watching SALSA because his little brother was distracting, on the other four days he went outside to play. His father wrote that this boy was "not very enthused" when he was reminded he could watch SALSA.	Daily Daily Summary
Attentiveness	On two days he "gave full attention to the show," whereas he played with friend while watching on three days. He father estimated that he paid "60% attention" to the show overall. The father suggested that his son "seemed to consider it a bit babyish and designed for 3- to 5-year-olds."	Daily Summary
Enjoyment	He enjoyed watching SALSA "very much" once and "a little" four times. Overall, he rated his enjoyment as a 4 on a five point scale where 1 was "not at all" and 5 was "very much." This viewer liked the puppetry and learning Spanish words. He complained that the show was too juvenile.	Daily Summary Daily/ Summary Daily/ Summary
Regular TV	He would not recommend SALSA to a friend and he was ambivalent about wanting to watch SALSA on TV, responding with a 3 on a five-point scale where 1 was would want to watch "not at all" and 5 was would want to watch "very much." The father would be pleased to have his child watch SALSA because "it is not violent and I would like him to learn Spanish."	Summary Summary
Summary	This viewer considered SALSA babyish. He would likely not watch SALSA on TV. He viewed some episodes more than once.	

HOME VIEWER PROFILE 18

Characteristic	Description	Source
Description	Nine-year-old white, male 3 rd -grade student who lived in a rural area. Neither he nor his family spoke Spanish. He had not taken Spanish at school.	Daily Summary
Choosing to Watch	He was invited to watch SALSA once, he watched on that day and on five additional days at his own initiative. He watched SALSA by himself on five days and with a sibling on one day. On three days he watched SALSA between 4 p.m. and 8 p.m., on two days he watched after 8 p.m., and on one day he watched between noon and 4 p.m. He watched SALSA for 20 minutes once, 15 minutes three times, and 10 minutes twice. His parent reported that this child was "not overly enthusiastic" when reminded that watching SALSA was an option.	Daily Daily Summary
Attentiveness	On two days, he "gave full attention to the show," on two he snacked while watching, on one day he played with a friend, and his parent did not know on the sixth day. On four days he "watched the show in the background while doing other things," and on two he "watched the show in parts, starting and stopping the VCR." On one day, the parent wrote, "Show does not seem to hold his attention." Overall, SALSA held his attention "moderately," because it was "a little below his level."	Daily Daily Summary
Enjoyment	On five days he rated his enjoyment of SALSA as "moderately" and on one day he said he enjoyed it "a little." Overall, he enjoyed watching SALSA somewhat, answering 3 on a five-point scale where 1 was enjoyed "not much" 5 was enjoyed "very much." He disliked "nothing."	Daily Summary Summary
Regular TV	He would recommend SALSA to a friend and would somewhat like to watch SALSA on regular TV, answering with a 3 on five-point scale where 1 was "not at all" and 5 was "very much." His parent would be pleased to have his child watch SALSA on TV because the parent would "like to have him learn Spanish."	Summary Summary
Summary	This child's reaction to SALSA was lukewarm. He watched each episode once. He likely would to watch SALSA on TV.	

HOME VIEWER PROFILE 19

Characteristic	Description	Source
Description	Ten-year-old black, female 5 th -grade student who lived in a suburban area. Neither she nor her family spoke Spanish.	Daily
	She took Spanish at school.	Summary
Choosing to Watch	On her initiative, she watched one episode per day for six days. After that she "found there were no more shows to watch on the tape and (she) did not want to look at the same shows again."	Daily
	On five days she watched SALSA with a parent and a sibling, on one day she watched with a parent only. On five days she watched SALSA between 4 p.m. and 8 p.m., on one day she watched between noon and 4 p.m. She watched for 15 minutes each time.	Daily
Attentiveness	During each viewing, she "gave full attention to show," and "watched the show from start to finish."	Daily
	The girl's mother wrote, "She watched the shows with full attention because I was watching with her. I don't think she would watch with full attention if she was watching alone."	Summary
Enjoyment	In rating her enjoyment of watching SALSA, she said she enjoyed it "very much" once, "moderately" three times, and "a little" twice.	Daily
	Overall, she enjoyed watching SALSA, responding with a 4 on a five-point scale where 1 was "not at all" and 5 was "very much."	Summary
	This viewer liked learning Spanish.	Summary
	She disliked "nothing."	Summary
Regular TV	This girl expressed limited interest in watching SALSA on regular TV, selecting 2 on a five-point scale where 1 was "not at all" and 5 was "very much." She would give a lukewarm endorsement for friends to watch SALSA. She would tell them, "The show is OK."	Summary
Summary	This viewer was attentive to SALSA but her enjoyment of the show was not great. She watched each episode once. It is unlikely that she would watch SALSA on regular TV.	

HOME VIEWER PROFILE 20

Characteristic	Description	Source
Description	Eight-year-old bi-racial, male 2 nd -grade student who lived in a small university town in a rural area. Neither he nor his family spoke Spanish.	Daily
Choosing to Watch	He was invited to watch SALSA on four days. He chose to watch on each of those days, and on his own initiative watched SALSA twice on another day. Each time he watched SALSA he did so with a sibling. On four occasions he watched SALSA between 4 p.m. and 8 p.m., on one occasion he watched before 8 a.m., and on another occasion he watched between 8 a.m. and noon. On one day he watched SALSA for 60 minutes in two sittings, on three days he watched for 30 minutes, and on one day he watched for 15 minutes.	Daily Daily
Attentiveness	On two days he "gave the show his full attention," on two days he ate a meal while watching SALSA, and on one day he ate a snack.	Daily
Enjoyment	On each day, he enjoyed watching SALSA "very much." There was nothing he disliked about SALSA.	Daily Daily
Regular TV	No information available.	
Summary	He enjoyed and was engaged by SALSA. He watched some episodes more than once. He might watch SALSA on TV.	

Note: The summary questionnaire was not returned by this viewer or his family. The daily checklist is the sole data source.

HOME VIEWER PROFILE 21

Characteristic	Description	Source
Description	Eight-year-old white, male child who lived in a rural area. Neither he nor his family spoke Spanish.	Daily
Choosing to Watch	He watched SALSA was invited to watch SALSA on five days, and chose to watch on each of those days. Each time he watched SALSA, he did so with his sister (ID 027). On three days he watched between noon and 4 p.m., and on two days he watched between 4 p.m. and 8 p.m. He watched for 15 minutes three times, and 45 minutes once. Information was missing for how long he watched SALSA on one day.	Daily Daily
Attentiveness	On three days he "gave the show his full attention." He ate a snack on one day and a meal on another. On two days he "watched the show in parts, starting and stopping the VCR," and on one day he "watched the show from start to finish." Data were not provided for two days.	Daily
Enjoyment	He rated his enjoyment of SALSA as "moderate" once and "a little" three times. Data were missing for one day.	Daily
Regular TV	No information available.	
Summary	This viewer's reaction to SALSA was lukewarm. He watched each episode once.	

Note: The summary questionnaire was not returned by this viewer or his family. The daily checklist is the sole data source.

HOME VIEWER PROFILE 22

Characteristic	Description	Source
Description	Nine-year-old white, female 3 rd -grade student who lived in an urban area. Neither she nor her family spoke Spanish. She took Spanish in school.	Daily Summary
Choosing to Watch	This girl watched SALSA five times with her younger brother (ID 006), and on two occasions her mother noted that at the end of the episode the girl wanted to continue watching SALSA. No explanation was given, however, of why she did not do that. On one occasion, this girl took the SALSA tape to school to share it with her 3 rd -grade class.	Daily Daily
Attentiveness	No information available.	
Enjoyment	She especially like "the rat." She had no particular dislikes.	Daily Summary
Regular TV	No information available.	
Summary	There is limited data on this girl, but she appears to have enjoyed and been engaged by SALSA.	

HOME VIEWER PROFILE 23

Characteristic	Description	Source
Description	Ten-year-old white, male 5 th -grader, who lived in an urban area. Neither he nor his family spoke Spanish.	Daily
Choosing to Watch	This boy was asked to join his 1 st -grade brother (ID 009) and another sibling in watching SALSA. He watched part of the first episode, and, according to his mother, "wanted no more to do with it."	Daily
Attentiveness	No information available.	
Enjoyment	No information available.	
Regular TV	No information available.	
Summary	This boy reacted quickly and negatively to SALSA.	

Note The summary questionnaire was not returned by this viewer or his family. The daily checklist is the sole data source.

HOME VIEWER PROFILE 24

Characteristic	Description	Source
Description	White male who lived in a small university town in a rural area. Neither he nor his family spoke Spanish. This viewer was the older brother of the boy identified as ID 012.	Summary
Choosing to Watch	He watched SALSA for 15 minutes on each of 14 days. On every occasion he watched SALSA with his mother and a younger brother (ID 012). He twice watched SALSA between 8 a.m. and noon; on the other 12 days he watched between 4 p.m. and 8 p.m. On each day he watched a single episode of SALSA.	Daily
Attentiveness	No information available.	
Enjoyment	The mother reported, "My two sons enjoyed using their new Spanish words—counting, colors, etc.—in talking to me and each other."	Summary
Regular TV	No information available.	
Summary	There are limited data on this viewer, but he apparently enjoyed and was engaged by watching SALSA. He watched each episode more than once.	

HOME VIEWER PROFILE 25

Characteristic	Description	Source
Description	Male 6 th -grade student who lived in a small university town in a rural area. Neither he nor his family spoke Spanish.	Daily
Choosing to Watch	He watched SALSA three times with his younger brother (ID 016) and twice with his brother and mother. On each occasion he watched after 8 p.m. and stopped watching when it was his brother's bedtime. He watched for 45 minutes once, 30 minutes three times, and 15 minutes once.	Daily
Attentiveness	No information available.	
Enjoyment	No information available.	
Regular TV	No information available.	
Summary	There are limited data on this boy, but he watched several SALSA episode more than once.	

Note: A summary questionnaire was not completed by this viewer. The daily checklist is the sole data source.

HOME VIEWER PROFILE 26

Characteristic	Description	Source
Description	Ten-year-old white, female 4 th grade student who lived in an urban area. Neither she nor her family spoke Spanish.	Daily
Choosing to Watch	She was invited to watch SALSA on seven days. She chose to watch on each of those days, and on her own initiative watched on six additional days. On four days she watched SALSA by herself, on four days she watched with a parent, on two days with a sibling, on one day with her parent and a sibling, on one day with a friend, and on one day with a baby sitter. She watched SALSA before 8 a.m. on two days, from 8 a.m. till noon twice, between noon and 4 p.m. once, from 4 p.m. till 8 p.m. six times, and after 8 p.m. twice. She watched for 60 minutes on 3 days, for 30 minutes on 5 days, for 15 minutes on three days, and did not provide length-of-viewing data for three days.	Daily Daily
Attentiveness	Each time she watched SALSA she "gave full attention to show" and "watched from start to finish."	Daily
Enjoyment	She said she "very much" enjoyed watching SALSA six times, and "moderately" enjoyed it seven times. She liked "all the animals." She disliked "the yellow lizard" because it looked "really fake."	Daily Daily Daily
Regular TV	No information available.	
Summary	This child enjoyed and was engaged by SALSA. She watched each episode twice. Because she watched SALSA repeatedly on video she likely would watch it on TV.	

Note: The summary survey was not returned by this viewer or his family. The daily checklist is the sole data source.

HOME VIEWER PROFILE 27

Characteristic	Description	Source
Description	4-year-old white, female child who lived in a rural area. Neither she nor her family spoke Spanish.	Daily
Choosing to Watch	Each time she watched SALSA, she did so with her brother (ID 021). On three days she watched between noon and 4 p.m., and on two days she watched between 4 p.m. and 8 p.m. She watched for 15 minutes three times, and 45 minutes once. Information was missing for how long she watched SALSA on one day.	
Attentiveness	She "gave full attention to show" three times, ate while watching twice.	Daily
Enjoyment	She enjoyed watching SALSA "moderately" twice and "a little three times."	Daily
Regular TV	No information available.	
Summary		

Note: The summary questionnaire was not returned by this viewer or his family. The daily checklist is the sole data source.

Home Viewer Daily Checklist Statistical Tables

Characteristics	N	Percent
Home viewer's gender		
Male	13	62%
Female	8	38%
Home viewer's ethnicity		
White	14	67%
Black	5	24%
Hispanic	0	0%
Multi-racial	2	10%
Home viewer's location		
Rural	15	71%
Suburban	2	10%
Urban	4	19%
Home viewer's age		
4-years-old	1	5%
5-years-old	3	14%
6-years-old	2	10%
7-years-old	3	14%
8-years-old	6	29%
9-years-old	4	19%
10-years-old	1	5%
Over 10 years old	1	5%
Viewing Rates		
Invited to watch, watched	106	43%
Invited to watch, did not watch	17	7%
Not invited to watch, watched	43	17%
Not invited to watch, did not watch	82	33%
Missing	46	
Duration of viewings		
15 minutes	94	61%
30 minutes	33	21%
45 minutes	7	5%
60 minutes	7	5%
75 minutes	1	1%
90 minutes	8	5%
120 minutes	5	3%
Time of viewings		
Before 8 a.m.	3	2%
8 a.m. - noon	10	7%
Noon - 4 p.m.	19	12%
4 p.m. - 8 p.m.	101	65%
After 8 p.m.	22	14%

Characteristics	N	Percent
Viewed		
By self	24	16%
With sibling	39	25%
With parent	23	15%
With parent & sibling	65	42%
Other	4	3%
Enjoyment		
Not at all	0	0%
A little	25	18%
Moderately	15	11%
Very much	101	72%
Missing	14	
Engagement		
Gave full attention	120	84%
Ate snack	8	6%
Ate meal	6	4%
Played with friend	6	4%
Played by self	3	2%
Missing	12	
Watched		
From start to finish	98	71%
In parts, stopping and starting the VCR	33	24%
With show in background	6	4%
Don't know	1	1%
Missing	17	
Did not watch on given day because		
Already watched each episode	32	30%
Not at home	23	22%
TV/VCR not available	1	1%
Structured activities	35	33%
Did not want to	10	9%
Other	6	6%
Missing	6	

Home Viewer Summary Questionnaire Statistical Table

Characteristics	N	Percent
Home viewer's gender		
Male	9	47%
Female	10	53%
Home viewer's ethnicity		
White	12	63%
Black	5	26%
Hispanic	0	0.0
Multi-racial	1	5%
Missing	1	5%
Home viewer's location		
Rural	13	68%
Suburban	3	16%
Urban	3	16%
Home viewer's age		
5-years-old	3	16%
6-years-old	1	5%
7-years-old	4	21%
8-years-old	5	26%
9-years-old	3	16%
10-years-old	2	11%
Missing	1	5%
Enjoyment		
1 Not at all	0	0%
2	0	0%
3	2	11%
4	5	26%
5 Very much	12	63%
Desire to watch on TV		
1 Not at all	0	0%
2	1	5%
3	2	11%
4	4	21%
5 Very much	12	63%